

Spring 1973

graduate catalog 1973-1974

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PREFACE

This catalogue is primarily for the prospective graduate student. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretive of the invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of Georgia College.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

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1973

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1973-74

Fall Quarter, 1973

September	16	Arrival of new students*
	16	Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium*
	17-18	Orientation of new students*
	18	Arrival of upperclassmen*
	19-20	Registration
	21	Classes convene
	21	Last day to pay fees without penalty
	21	Formal convocation, 10:00 a.m.*
	25	Last day to add a course
	25	Last day to drop course without fee penalty
October	25	Last day to drop course without academic penalty
	26	Mid-quarter reports*
November	5-9	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1974
	20	Thanksgiving holidays begin, after classes (Night classes will meet.)
	25	Thanksgiving holidays end
December	7	"Cram Day" (Night classes only will meet.)
	8-10-11-12	Fall Quarter examinations
	13	Christmas holidays begin

Winter Quarter, 1974

January	3	Registration
	4	Classes convene
	4	Last day to pay fees without penalty
	8	Last day to add a course
	8	Last day to drop course without fee penalty
	31	Last day to drop course without academic penalty
February	1	Mid-quarter reports*
	11-15	Advisement period for currently enrolled students planning to attend Spring Quarter, 1974
March	7	"Cram Day" (Night classes only will meet.)
	8-9-11-12	Winter Quarter examinations
	13	Spring holidays begin

*Optional for graduate students

Spring Quarter, 1974

March	19	Spring holidays end
	20	Registration
	21	Classes convene
	21	Last day to pay fees without penalty
	25	Last day to add a course
	25	Last day to drop a course without fee penalty
April	18	Last day to drop course without academic penalty
	19	Mid-quarter reports*
May	6-10	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1974
	27-28-29-30	Spring Quarter examinations
June	1	Graduation

Summer Quarter, 1974

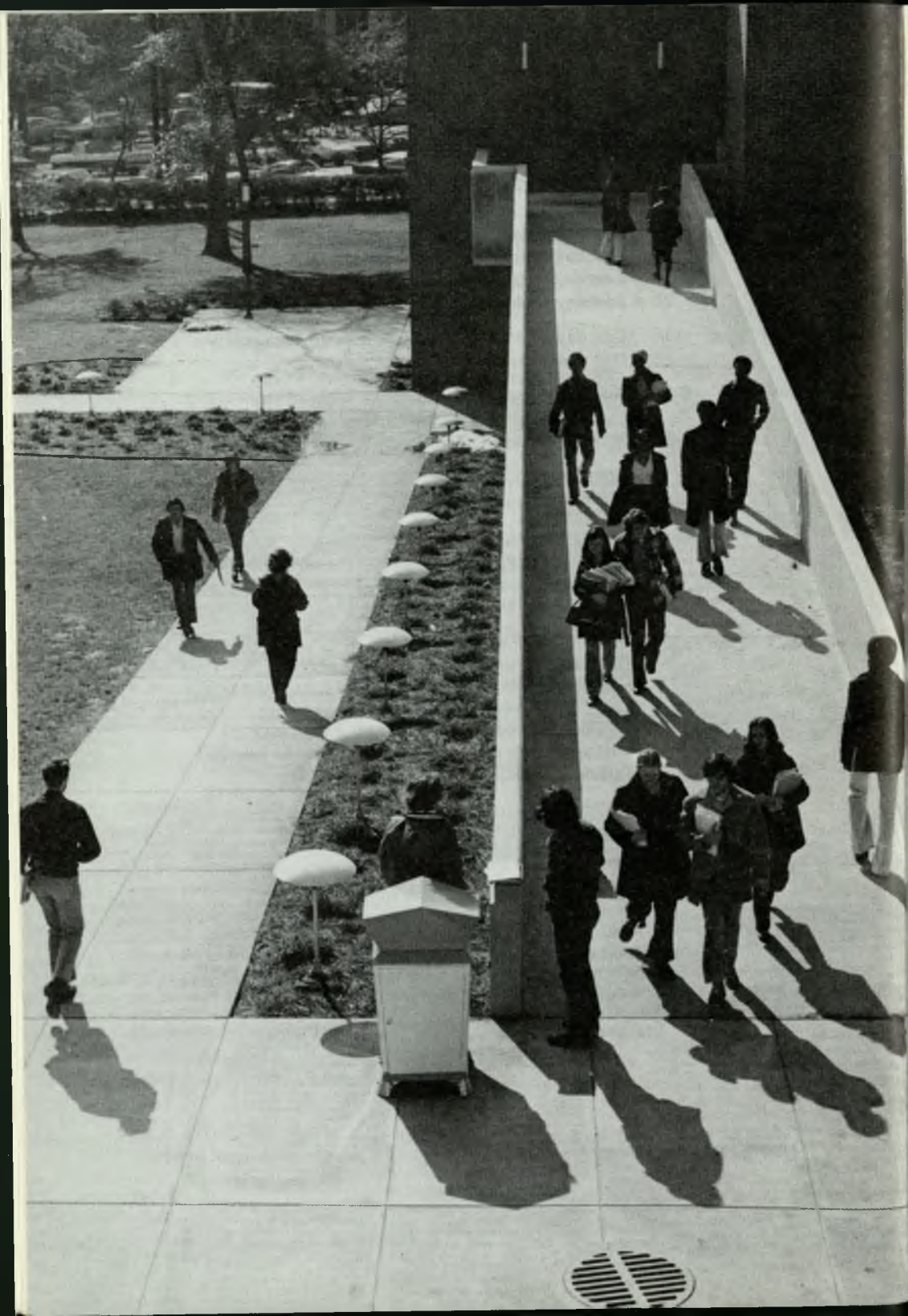
First Term — June 10, July 8

June	9	Arrival of new students*
	10	Registration
	11	Classes convene
	13	Last day to make course changes
	13	Last day to drop a course without fee penalty
	21	Last day to file application for degree to be awarded August 11, 1973

Second Term — July 10 - August 10

July	9	Arrival of new students*
	10	Registration
	11	Classes convene
	12	Last day to make course changes
	13	Last day to drop a course without fee penalty
August	10	Graduation

*Optional for graduate students



GENERAL INFORMATION

HISTORY

The home of Georgia College is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over eighteen thousand, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D. C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travelers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The Old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of the College. The Mansion, completed in 1838, is the official residence of the president of the College. Buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was buliding its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced

General Information

the old agrarian ideal. The Georgia School of Technology, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967, the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967. In October, 1971, the Board of Regents changed the name to Georgia College.

These last changes make available a senior college for both men and women students in the middle Georgia area. The institution continues to draw students from the state and nation as well as throughout the world.

A graduate program was initiated in the summer of 1958, and the first Master of Education was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969. The Master of Arts in History was added in the fall of 1970 and the Master of Science in Biology in the fall of 1972. The sixth year Specialist in Education degree is also offered.

Since January, 1932, the College has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents.

Former presidents of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

STATEMENT OF PURPOSE

Georgia College attempts to fulfill its obligations to all its students through emphasis on three major divisions of learning and activity: general culture, professional competence, and individual and group responsibility.

A well-balanced education introduces the student to the vast store of knowledge that man has accumulated through the ages. Whatever the field of

interest of the student may be, he should know enough of the scientific method to respect the objective approach. He should also have sufficient contact with the best in art, music, history, and literature to insure an adequate understanding of mankind in general and of himself in particular. Only with a liberal, cross-disciplinary foundation will he achieve the comprehensive perspective that makes for enriched living. The College, therefore, has adopted a course of study designed to provide a liberal cultural background in the first two years of all its baccalaureate programs.

Upon this broad cultural base, the College seeks to achieve its objectives of academic and professional competence and individual and group responsibility. As a multipurpose institution, it offers its students opportunities to satisfy their intellectual curiosity, gives them professional preparation in a variety of disciplines, provides them with programs designed to build their physical bodies, and urges them to delve deeply into their areas of major interests at both the undergraduate and graduate levels. As they pursue these fields of interest, the College, realizing that the increasingly complex society of today demands a sympathetic awareness of the problems of human relationship, endeavors to instill in its students an understanding of these problems and a sense of responsibility conducive to their solution. By encouraging its students to maintain acceptable standards of academic achievement and to become involved individuals working intelligently and responsibly for the improvement of all facets of college life, the institution hopes to develop citizens who, upon completion of their academic programs, will be capable not only of performing work that will provide for their livelihood, but also of making contributions that will result in the betterment of society and the quality of life.

BUILDINGS, GROUNDS, AND SERVICES

The main campus consists of forty-three acres in the heart of Milledgeville. This is made up of twenty-three acres which houses all the educational facilities and twenty acres two blocks away that are utilized for student housing. A new athletic complex has been partially completed on six hundred forty-two acres just outside of Milledgeville, and a few miles from town a one hundred acre park, Lake Laurel, supplements the recreational facilities of the College.

The college facilities include more than thirty buildings, most of them red brick with Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, nine are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, fishing, and other outside activities. A clubhouse is available for parties, picnics, student-organization meetings and overnight student campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Well-equipped air conditioned

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laboratories have been designed for the specialized fields. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

The new addition to Herty Science Hall, opened in 1972, contains an additional eleven labs, two lecture rooms, a hundred-seat teaching auditorium and supporting offices.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." While basically administrative in character, this building does contain a limited number of lecture rooms, faculty offices and administratively related offices.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of over 1,000 and is equipped with an excellent stage, a public address system, and a concert organ. Of special interest is the carillon, made possible by a gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete frame structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. Among the finest buildings in The University System of Georgia, it contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration and Economics, and the Department of Mathematics. This building is fully air-conditioned.

The Education Building, situated behind the Library and facing Montgomery Street, is headquarters for the Department of Education and the Department of Psychology. The building includes a curriculum laboratory, an audio-visual machines room, classrooms and offices.

Ennis Hall is to be converted to an instructional facility housing the Department of Psychology and the Department of Nursing. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

The Peabody Laboratory School, located across the street from Parks Memorial Infirmary, consists of a classroom building and an auditorium. The school affords opportunities for all types of laboratory experiences for students in teacher education.

The Nursery School is adjacent to the Peabody Laboratory School. The modern brick building provides physical and educational accommodations for twenty-four young children of three and four years of age. It is used primarily to provide laboratory experiences for students in home economics and early elementary education.

The Health and Physical Education Building houses the Department of Health, Physical Education, and Recreation. The accommodations include a large gymnasium, a swimming pool, a dance studio, dressing rooms, classrooms, and staff offices.

The Anthony Porter Fine Arts Building, home of the Department of Art and the Department of Music, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual aids studio, a band room, music library, piano practice rooms, an art gallery, a ceramic laboratory, and art studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Language Building is an air-conditioned facility located between Lanier Hall and the Education Building. It contains a language laboratory with the most modern audio-visual devices by means of which the student is able to gain oral proficiency in modern foreign languages. The second floor of this building contains offices for twenty-two faculty members.

Parks Memorial Infirmary was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an alumnae-sponsored project. It has a capacity of fifty beds and modern equipment for first aid and treatment of ordinary diseases.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1839-1868, is the home of the president of the College. The Mansion was re-opened for public viewing in September, 1967, following two years of restoration and renovation. A tour of the building includes the ground and first floors. The ground floor includes the kitchen, with its fireplace and hearth, original to the earliest days of the Mansion. The first floor contains the parlor, entrance hall, dining room, library, and drawing room. The drawing room is sixty feet long and is distinguished by two black Italian marble mantels original to the house. The building's most commanding feature is the central rotunda which rises fifty feet to a decorated domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

Maxwell College Union Building—The modern College Union, opened in 1972, houses the College food services, bookstore, mail room, student lounges, student government offices, conference rooms, publication offices, hobby workshops, game rooms, study rooms, and faculty lounge. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

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Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. This building consists of the original Atkinson Hall and an addition called Atkinson Annex. The College's duplicating and printing activities are located in Atkinson Annex. The original Atkinson Hall is now being studied to determine its future use.

Dormitory Accommodations, There are nine dormitories on the campus. Rooms are modern, convenient, and comfortable. Many of them are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

Terrell Hall, includes the building now known as Terrell and Terrell Annex. Originally both of these were student dormitories. Terrell now houses the Departments of History and Political Science. Terrell Annex houses the Department of Sociology.

Bell Hall, a dormitory for women, is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of the College and until his death a member of the Board of Regents of the University System.

Beeson Hall, on Montgomery Street between the Education Building and the Infirmary, provides several faculty apartments, the computer center, and accommodations for eighty students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall, dormitory for women, fronts on Green Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

Wells Hall, a modern residence hall for women, was occupied in the fall of 1964. The building fronts on Green Street.

Napier Hall, This latest addition to student housing, located in the Nesbit Woods area, consists of two hundred double occupancy, air conditioned, rooms with nine lounge areas; three T.V. rooms; one recreation room; one game room; two study rooms; two laundry rooms; and an office. It is situated on the edge of Nesbit Woods. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

New Dormitory, a modern air-conditioned residence hall occupied in the fall of 1966, fronts Green Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.

The Green Street Home Management Residence, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

William Thomas Bone Alumni House, presented to the College in November 1972 by Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight room home includes the Alumni Office, with space to host visiting alumni.

Parkhurst Hall, located on West Green Street, is a faculty apartment house consisting of twelve family-sized apartments, five efficiency apartments, and two single rooms.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses an auxiliary gymnasium, and a number of faculty apartments. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr., and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller.

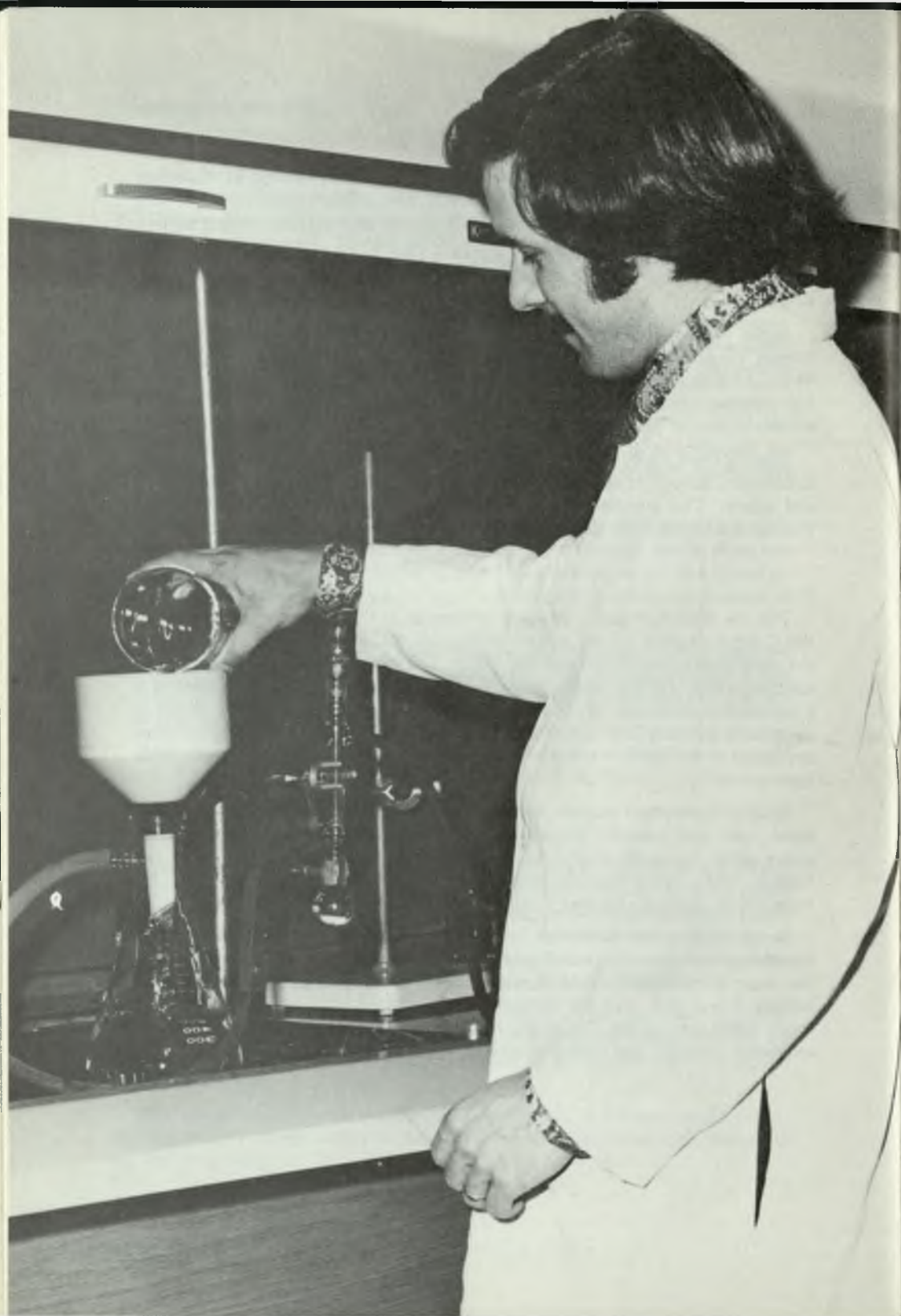
Mary Gilbert Park, is an attractive recreation unit adjacent to the Peabody Laboratory School. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreational facilities was made possible through the interest and generosity of the late Judge S. Price Gilbert.

THE LIBRARY

The Ina Dillard Russell Library is the center of the instructional activities of the College. Named for the mother of Senator Richard B. Russell, it stands on the northwest corner of the campus proper. The resources of the Library include approximately 100,000 books, numerous documents, and other pamphlets, and a substantial collection of recordings and microforms. The subscription list to periodicals includes over 1,000 magazines and newspapers. Some 5,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include several thousand books by or about Georgians, some rare and valuable books and manuscripts, and a number of books autographed by authors who have appeared on the lecture program of the College. The Library recently acquired the papers of Flannery O'Connor, '45, from the late author's mother, Regina Cline O'Connor.

A remodeling and addition to the Library was begun in 1966 and was completed in 1968. The building is air-conditioned and carpeted and is one of the most attractive, most comfortable buildings on the campus. A variety of seating is provided, and the contemporary furniture includes many individual study tables and carrels. The Music Room provides facilities for group as well as individual listening, and a special room for typing is available.



EXPENSES

As a unit of the University System of Georgia, Georgia College is a state-supported institution. As such, it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

Fees and Deposits Required

Application Fee (\$10.00)—A non-refundable fee is required of all students applying for admission to the College to defray costs of processing the Application for Admission. The fee will be sent with the Application for Admission.

Registration Deposit (\$25.00)—Students registering for the first time shall send a Registration Deposit when requested by the director of admissions.

Room Reservation Deposit (\$35.00)—A room reservation deposit is requested of all students expecting to live in College residence halls. New students will send this deposit to the comptroller with a Request for Room Form. This request form will be sent to the applicant when all papers have been received and he has been approved for admission. Students already in College residence halls will pay this deposit at the comptroller's office in April prior to assignment of rooms.

Room Damage Deposit (\$20.00)—A refundable room damage deposit is required of all dormitory students. This fee is totally refundable at the time a student graduates or otherwise leaves College housing, if the student has had no damage charged to him that would not be considered normal use.

All deposits received will be credited to the student's account. A refund of these deposits will be made only when the application for withdrawal is made 30 days prior to the opening date for any quarter.

General Fees

Full-time Student (12 or More Quarter Hours)	Residents of Georgia	Non-Residents of Georgia
Matriculation Fee	\$115.00	\$115.00
Tuition	—	180.00
Health Service Fee	10.00	10.00
Student Activity Fee	16.00	16.00
	\$141.00	\$321.00

Expenses

Part-time Student (Under 12 Quarter Hours)

Matriculation, per quarter hour	\$ 9.75	\$ 9.75
Tuition, per quarter hour	—	\$ 14.00
Health Service Fee, six hours or more	\$ 10.00	\$ 10.00
Student Activity Fee, six hours or more	\$ 16.00	\$ 16.00
Dormitory Resident Charges		
Room (per quarter)	\$110-\$120.00	
Board (per quarter)	\$110-\$160.00	

Special Fees

Graduation Fee (\$10.00)—A graduation Fee is charged at the beginning of the final quarter of the year in which a senior plans to graduate.

Laboratory Fee—Certain college departments charge a laboratory fee in courses requiring extra materials or services of instruction. These fees are indicated in the course descriptions.

Late Payment Fee (\$3.00 to \$5.00)—Students who fail to arrange for payment of fees and living expenses at the time provided in the college calendar will be charged a late fee of \$3.00 for the first day and \$1.00 for each additional day to a maximum of \$5.00.

Off-campus courses. The fee for off-campus courses is \$12.75 per hour.

Traffic and Parking Violation Fees—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Security Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the College Security Force and every Security Officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is collected by the cashier at the Comptroller's office.

Transcript of Record Fee (\$1.00)—One full transcript of work completed will be furnished without charge. A fee will be charged for any additional single copy.

Returned Check Charge (\$2.00)—This is charged against any check not honored and paid by student's bank.

Music Fees—Private lessons in music are offered by the staff of the Department of Music. The fees are as follows:

Instruction in piano, voice, and orchestral instruments, one-half hour lesson each week, each quarter	\$20.00
Instruction in organ, one hour lesson each week, each quarter	\$42.00

Non-Resident Students

Non-Resident Tuition—A tuition fee of \$14.00 per quarter hour up to a maximum of \$180.00 per quarter is paid during the registration period prior to the beginning of each quarter by students who do not qualify as residents of the State of Georgia. This fee is in addition to matriculation fee.

Student Responsibility—The responsibility of registering under the proper residence classification is that of the student, and if there is any question of his right to classification as a resident of Georgia, it is his obligation, prior to or at the time of his registration, to raise the question with the administrative officials of the institution in which he is registering and have his status officially determined. Failure to give complete and accurate information regarding residence will constitute grounds for disciplinary action.

Definition of Residence—To register as a legal resident of Georgia at an institution of the University System, a student must establish the following facts to the satisfaction of the registering officer:

1. A student who is under 21 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon a showing by him that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.
2. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fee.
3. If a student is over 21 years of age, he may register as a resident student only upon a showing that he has been domiciled in Georgia for at least twelve months prior to the registration date.

Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months domicile and residence herein required when it appears that the student came in to the State and remained in the State for the primary purpose of attending a school.

Expenses

4. A full-time faculty member of the University system, his or her spouse, and minor children may register for courses on the payment of resident fees, even though such faculty member has not been a resident in Georgia for a period of twelve months.
5. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period the student may continue his registration only upon the payment of fees at the non-resident rate.
6. Military personnel and their dependents may become eligible to enroll in institutions of the University System as resident students provided they file with the institution in which they wish to enroll the following:
 - (a) A statement from the appropriate military official showing that the applicant's "home of record" is the State of Georgia; and
 - (b) Evidence that applicant is registered to vote in Georgia; or
 - (c) Evidence that applicant, if under 18 years of age, is the child of parents who are registered to vote in Georgia; and
 - (d) Evidence that applicant, or his supporting parent or guardian, filed a Georgia State income tax return during the preceding year.
7. Foreign students who attend institutions of the University System under sponsorship of the Federal Government, civic or religious groups located in this state, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
9. Teachers in the public schools of Georgia and their dependents may enroll as students in the University System institutions on the payment of resident fees, when it appears that such teachers have resided in Georgia for nine months, that they were engaged in teaching during such nine months' period, and that they have been employed to teach in Georgia during the ensuing school year.
10. If a woman who is a resident of Georgia and who is a student in an institution of the University System marries a non-resident of the State, she

may continue to attend the institution on payment of resident fees, provided that her enrollment is continuous.

11. If a woman who is a non-resident of Georgia marries a man who is a resident of Georgia, she will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.
12. Non-resident graduate students who hold assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
13. *Children of New Residents*—Children of employees of new industries coming to the State and who become *bona fide* residents of the State shall satisfy the twelve months' residency requirement before enrolling as resident students.
14. *Veteran Students*—The University System recognizes that there are many advantages for educational advancement while serving the armed forces of the nation. To enable students to apply such training on formal educational programs leading to standard degrees, the University System will grant credit according to the recommendations of "A Guide to the Evaluation of Educational Experiences in the Armed Services," published by the American Council on Education. Recommendations as to the amount of credit have already been made for many of the service schools. Credits in other service educational programs may be established by comprehensive examination administered by the Armed Forces Institute or by similar examinations administered by the institution concerned in the University System.

Residence Cost and Regulations

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of a full academic load each quarter.

Rooms may be occupied only upon assignment by the dean of students, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The dean of students' office reserves the right to make all final decisions on assignments.

Room rent and charges for board are based on current prices and are listed above under *General Fees*. The right to adjust these charges to meet changing conditions is reserved by the College.

Expenses

A student who formally withdraws during the quarter will be entitled to a refund for room and meals as follows:

Room Rent

One week	80% refund
Two weeks	60% refund
Three weeks	40% refund
Four weeks	20% refund
No refund thereafter	

Food Service

On surrendering the meal card(s) to food service, a refund will be prorated for meals remaining with \$5.00 penalty.

Payment of College Expenses

Students are expected to meet all financial obligations when they fall due. Georgia College reserves the right to deny admission to or drop any student who fails to meet promptly his financial obligations. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines, and other requirements, by referring to the official calendar of events in the catalogue, printed and posted announcements, or through other means from time to time.

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially recognized until all fees and charges are paid. A student who does not make payment within the required period is subject to a penalty for late payment.

If necessary, a student may make *advance* arrangements to pay for room and meals in installments.

Checks—If the student's bank does not honor the demand for payment and returns the check unpaid, the student is subject to payment of the late payment fee of \$5.00, plus returned check charge of \$2.00. If payment is not cleared promptly, the student's registration is subject to cancellation.

Refund Policy

Formal withdrawal from the College must begin with written approval from the dean of students' office. At the time such approval is received, instructions will be given for completion of formal withdrawal without prejudice.

THE FOLLOWING REGULATIONS APPLY TO THE MATRICULATION FEE WHEN FORMAL WITHDRAWAL IS APPROVED:

Students who formally withdraw during one week following the scheduled registration date are entitled to a refund of 80% of the fee paid for that quarter.

Students who formally withdraw during the period between one and two weeks after the scheduled registration date are entitled to a refund of 60% of the fee paid for that quarter.

Students who formally withdraw during the period between two and three weeks after the scheduled registration date are entitled to a refund of 40% of the fee paid for that quarter.

Students who formally withdraw during the period between three and four weeks after the scheduled registration date are entitled to a refund of 20% of the fee paid for that quarter.

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund of any part of the fee paid for that quarter.

Refund for Students Drafted for Military Service. In the case of those students who are drafted or otherwise ordered to active duty in the armed forces of the United States, refunds of fees shall be made on a pro rate basis from the beginning of the quarter to the date of induction. This waiver of the refund policy shall not apply to any student who at his own request is inducted or ordered to active duty with the armed forces of the United States. The general refund policy shall apply in the latter case.

A student who elects to discontinue a portion of the course work for which he has registered and paid fees shall receive a refund of fees only if notice of discontinuance is given to the Registrar on or before the last day to make course changes indicated in the College calendar. Such student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

Because the College must enter into contracts in advance for services relating to the Student Activities Program and Health Services for students, no refund of the fees paid to support these services will be made.

ALL APPROVED REFUNDS WILL BE PAID WITHIN THIRTY (30) DAYS AFTER DATE OF FORMAL WITHDRAWAL.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and supplies will vary with the courses

Expenses

elected by the individual student. A fair estimate of this cost is from \$40.00 to \$50.00 for the initial quarter of attendance. Subsequent quarters will cost less, depending upon the student's schedule of class work.

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College bookstore.



FINANCIAL ASSISTANCE

Georgia College awards financial assistance in order that qualified applicants may have the opportunity to achieve a college education regardless of the financial circumstances of the family. Scholarships, grants, loans, and student employment are available to accomplish this purpose.

The College is a member of the College Scholarship Service (CSS) of the College Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service designating Georgia College as a recipient. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. Married or independent students must submit the Student Confidential Statement. Copies of this form may be obtained from the Georgia College Office of Financial Aid.

Academic Requirements

Academic requirements vary for each type of assistance. To qualify for a scholarship, an above average academic record is required. Barely admissible candidates are required to attain a satisfactory academic record for one quarter before receiving financial assistance, unless attendance is not possible without aid.

Application Procedure

Applications for financial assistance may be secured from the Office of Financial Aid. A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration for scholarships and grants, applications and PCS's must be received by March 15.

Renewal of Financial Assistance

The financial aid recipient may continue to receive assistance as long as he is enrolled at the College provided he (1) continues to be in need of assistance, (2) reapplies annually at the prescribed time, and (3) makes normal progress toward graduation.

LOAN FUNDS

National Defense Student Loans

The College participates in the National Defense Student Loan program established by the National Defense Education Act of 1958 (Public Law 85-864). Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans.

The graduate student in need of assistance may borrow as much as \$1000 per year of a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten-year period.

The borrower who becomes a full-time teacher in a public or nonprofit private school may have at least one-half of his loan cancelled by service. If he teaches in a school officially designated as being in a low income area, or if he teaches the physically or mentally handicapped, he is eligible for cancellation at the rate of 15 percent per year of service. In other teaching situations his loan may be cancelled at the rate of 10 percent per year for five years.

OTHER SOURCES OF FINANCIAL ASSISTANCE

Guaranteed Loans

The Guaranteed Loan Program was authorized by the Higher Education Act of 1965. Guaranteed loans are arranged through private banks and other financial institutions participating in the program. As much as \$1000 per year may be borrowed in this program by the entering college student. Interest is paid by the Federal Government until the student completes his education unless the family's adjusted income is greater than \$15,000 per year.

In Georgia this loan program is administered by the Georgia Higher Education Assistance Corporation, Trinity Washington Building, Atlanta, Ga. 30334.

A list of financial institutions participating in the program may be obtained by contacting GHEAC. Students who are residents of other states may inquire about this loan by contacting their state's coordinating agency or United Student Aid Funds, 845 Third Avenue, New York, N.Y. 10022.

Student Employment

Approximately twenty percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, cafeteria, residence halls, the laboratory school, and elsewhere.

Financial Assistance

To be eligible for job placement, one must either be accepted or enrolled in good standing at the College and maintain a C average.

Job applications may be obtained from the Office of Financial Aid.

College Work-Study Program

Students who need to earn a portion of the College expenses are eligible for employment under the Federally supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods. By working full-time during the summer and other vacation periods, some students in this program earn a substantial portion of the total cost of attending the College.

Georgia College Work-Study Program

The Georgia College Work-Study Program provides additional opportunities for students to secure campus employment. Qualifications are the same as for the College Work-Study Program, and a single application allows the applicant full consideration for either program.

CHATEAUX DE LA LOIRE



STUDENT LIFE

Georgia College is a college community, and the program of the College is planned to provide a total experience of living within an educational environment. Students are encouraged to become self-reliant through active participation in campus organizations and dormitory life. Advisory assistance is provided for the students in developing individual interests and abilities.

STUDENT CITIZENSHIP

A student is expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. At the same time, he should be able to enjoy the freedoms and rights afforded any citizen. He is expected to realize that conduct unbecoming a college student, including but not limited to the possession or use of illegal drugs, the abuse or immature use of alcoholic beverages, and the obstruction or disruption of teaching, research, administrative, disciplinary, public service or other authorized college activities or functions, is not acceptable behavior. All students are further expected to know and observe the rules and regulations listed in the latest edition of the Student Handbook. Dormitory students are also expected to know and observe the regulations of the Guide for resident living.

Should a student exercise his citizenship in a manner disregarding the expectation placed upon him as a good citizen, he subjects himself to disciplinary action. Such action normally includes: 1. a hearing before the Student Honor Council which may impose or recommend a corrective measure; 2. should the recommendation involve suspension or expulsion, a second hearing before the Faculty Council on Student Relations with; 3. the right to appeal to the President of the College and the Board of Regents.

In the event a student has been accused of a criminal offense, the nature of which may present a clear and present likelihood of serious physical or mental harm to the student or to any other member of the college community, the Dean of Students may impose such temporary sanctions on the student, including suspension, as may be deemed necessary to protect the student, the college community, and/or property from such harm. Such temporary sanctions may exist and be enforced only until such time as final disposition has been made of the case by properly constituted authorities.

Further, the Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engage in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the college.

The College Government Association

The College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of the College as a dynamic democratic community, the responsibility for the government of the student body is vested in the students themselves and functions through the student government organization.

The College Government Association includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students are on faculty committees, and faculty advisers, on student committees.

The College Government Association of Georgia College deals effectively with matters of student affairs, perpetuates the traditions of the College, promotes the best understandings between faculty and students, administers all matters which are delegated to the student government by the administration of Georgia College, works with the administration on all matters affecting the welfare of the student body, and helps supervise all student body activity authorized by the College Government Association Constitution in order that it may be conducted for the best interest of the student body as a whole and to the credit of Georgia College.

The powers of the College Government Association of Georgia College are divided into three distinct departments. Those powers which are legislative are confined to the Student Senate. Those powers which are executive are exercised by the President of the College Government Association. Those powers which are judicial are placed in the Student Honor Council.

The executive power of the student body is vested in a president, who is chosen by the direct vote of the student body for a term of one year beginning on the first day of the Spring Quarter following the election.

SOCIAL AND RELIGIOUS LIFE

The Recreation Council

The Recreation Council and Agape Council are under the College Government Association and coordinate activities with the Secretary of Student Activities.

The Recreation Council provides leadership in a variety of recreational events for all students. The program affords opportunities for every student to enjoy and to develop interest and skill in many activities. The Council sponsors special events such as sports days, play nights, movies and informal dances. The program is organized and executed by an Executive Board and a General Board consisting of dormitory and class managers, and committee chairmen.

Student Life

Agape

The College seeks to provide an atmosphere and experiences that will foster the student's religious development as an essential aspect of the total growth of the individual.

Agape is a three-fold organization involving students in campus, community, and religious affairs. It is campus-wide in program and membership; its chief officers are elected by the student body.

Agape sponsors religious activities on campus, including vesper programs, workshop services in the dormitories, forums and Religious Focus Week. It also supervises study and discussion groups on social problems and current affairs, sponsors projects at Central State Hospital, and provides programs in the campus chapel and the coffee house.

Other Activities

Georgia College provides a variety of social and recreational activities on the campus. The recreation halls and living rooms in each dormitory serve as centers for formal and informal dances. Campus-wide dances and concerts are sponsored by various organizations which bring the best entertainment available in the south-east.

Lake Laurel is a camping area, encompassing a lodge which will accommodate forty people for overnights; a lake that is used for boating, swimming, and fishing. Lake Laurel is used for picnics, informal dances, and retreats for various clubs and organizations.

The Maxwell College Union is open every night during the week and on weekends for informal gathering and for special events. The College Union is a community center of the College for all members of the college family — students, faculty, administration, alumni, and guests.

Students attend local churches of their choice. In addition, local churches have organized college groups in young people's work.

PUBLICATIONS

The Yearbook *Spectrum*, is an annual pictorial record of student life.

The *Colonnade* is the student newspaper.

The *Student Handbook* is an annual publication of the College Government Association. It contains the Constitution, a detailed account of the purpose, functions and a listing of the organization on the campus, the governmental routine of the campus, and the official personnel of the major groups.

Student Life

Columns, issued by the Alumni Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Bulletins, including a quarterly newsletter for parents, alumni and friends, are published each month except July and August. The publications are coordinated through the Department of Public and College Relations.



GENERAL REGULATIONS

DORMITORY REGULATIONS

All students are expected and freshmen and sophomore students are required, to room and board on the campus as long as space in the dormitories is available, unless they live with parents or near relatives in or near Milledgeville. Any exception to this policy must be with the permission of the Dean of Students.

RESPONSIBILITIES FOR COLLEGE AND STUDENT PROPERTIES

Resident students are held responsible for any damages to their rooms and furnishings and to this end, as well as for the purpose of maintaining order and discipline of dormitory residents, the college reserves the right to inspect dormitory rooms at reasonable times and hours. Damages to common areas of the residence hall or their furnishings shall be the responsibility of the students inflicting the damage; or, in the event the students committing the damage are unknown, such costs shall be the responsibility of the total resident population of the hall, to be shared on a pro rata basis. Damages will be assessed by the college and the student will be billed for repairs or replacements. Students should inform college officials of any damages which exist at the time they occupy their rooms.

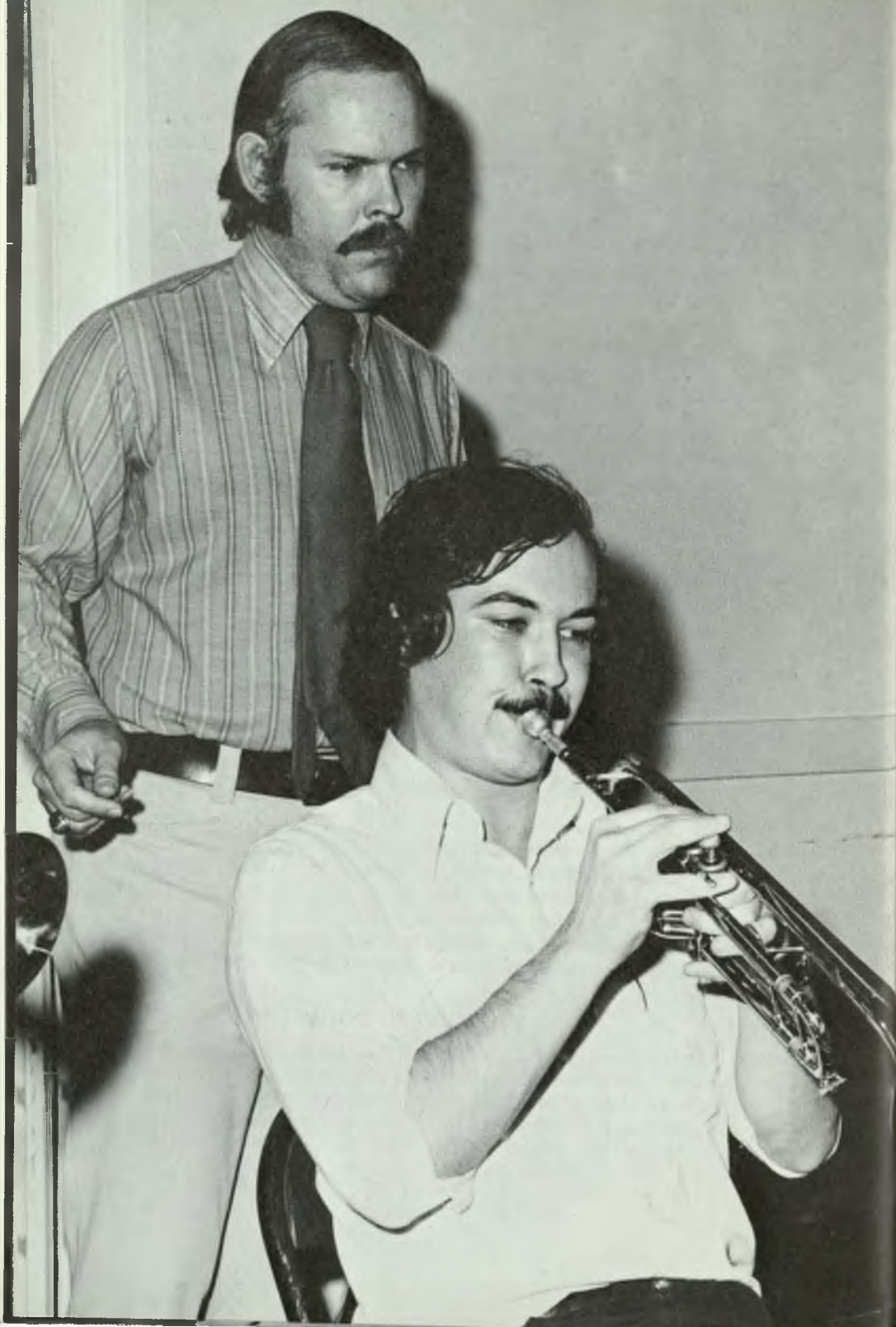
Although every precaution is taken to maintain adequate security the College cannot assume the responsibility for the loss or damage to student possessions.

TRIPS AWAY FROM THE COLLEGE

In accordance with the wishes of their parents and the regulations of the College, women students may leave the campus for weekend visits or, during the week, may make trips for special occasions. Parents or legal guardians use a printed form, which is provided by the College, to indicate items that meet with their approval. This sheet when properly signed is then mailed to the associate dean of students. Special permits sent directly to the associate dean of students are required for approval of trips or requests not covered by the printed form.

VISITORS TO DORMITORY ROOMS

Students may receive visitors in their rooms as provided by the regulations in effect in the various dormitories. In each residence hall the house director is the official hostess and should be informed of the presence of overnight visitors. Near relatives and close friends of students may spend the night in the dormitories on Friday and Saturday as guests of the students and will be expected to pay a nominal overnight fee to the house director.



ACADEMIC REGULATIONS

RESPONSIBILITY OF THE COLLEGE TO THE STUDENT

The College has the general responsibility to each student of providing an institutional setting and curriculum for the orderly acquisition of knowledge. In meeting this responsibility the College has the obligation of providing competent faculty and valid degree programs.

RESPONSIBILITY OF THE STUDENT TO THE COLLEGE

The student is responsible for his own academic performance and compliance with the curriculum requirements presented in any one catalogue in effect during his enrollment. No change in academic programs inaugurated after a student has been admitted can be made compulsory for a student, unless ten years have elapsed since the student first enrolled. The College provides faculty advisers to assist the student in the preparation of his academic program; however, the student himself is responsible for selecting appropriate courses and satisfying the Academic Regulations of the College.

THE QUARTER SYSTEM

The college year is divided into four quarters of approximately ten weeks each. Under the quarter system classes generally meet Monday through Friday.

CREDIT

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two or three hours is equivalent to one class hour.

A normal course load is fifteen hours each quarter. (Students are encouraged to use their own judgment in deciding the course loads they will take each quarter. The advice of the student's faculty adviser should be given serious consideration.)

CLASSIFICATION

The following table is used to determine class organization:

Academic Regulations

Sophomores	43 quarter hours
Juniors	91 quarter hours
Seniors	136 quarter hours
Graduate Students	Bachelor's degree

GRADE AVERAGE

Georgia College relies on two methods for determining the student's grade average. One average includes all hours and grades on all courses attempted at Georgia College and is called the cumulative average. The cumulative average is used to determine which students shall receive college honors, to determine class rank, and shall be the official transcript.

A second average is used to determine academic standing, admission to teacher education, and graduation. The second average is called the Academic average and it is based on decisions made by a student who decides to repeat a course in which he has received a grade that is unsatisfactory to him. A student may repeat any course previously taken, and only the last grade and hours earned in any repeated course may be counted.

METHODS FOR DETERMINING STUDENT ACADEMIC STANDING*

A student's academic standing is determined by his grade point average at the end of each quarter. The grade point average is computed by equating letter grades to the following numerical code:

A	=	4 points (Excellent)
B	=	3 points (Good)
C	=	2 points (Satisfactory)
D	=	1 point (Passing)
F	=	0 points (Failing)
W	=	0 points (Withdrew)
X	=	0 points (Incomplete)
AU	=	0 points (Audit)

Each point represents a quality point earned per quarter hour credit. Quality points are determined by multiplying the number of quarter hours credit listed for the course by the number of points awarded for the grade earned in the course. (A student who receives an A in a five hour course would have earned twenty quality points for his work in that course.)

A student will be academically classified in good standing if his grade point average at the end of each quarter is at least the amount shown in the following table:

*Graduate students are under the policies on page 44.

Total Hours Attempted at Georgia College	Required Academic Average*
0 – 42	1.60
43 – 90	1.75
91 – and over	1.90
Graduation	2.00
Graduate Students	3.00

Any student who fails to maintain the above minimum academic grade point average will be placed on Academic Probation the next quarter of enrollment. A student who remains on Academic Probation for three consecutive quarters of course work will be dismissed from the College for academic reasons. Any student on academic dismissal may petition the Dean of the College for temporary re-admission for one quarter. Any student temporarily re-admitted who has not returned to good standing at the end of the quarter may be permanently dismissed from the College for academic reasons.

WITHDRAWAL FROM COURSES

No student may withdraw from any course without presenting to the Registrar's office a drop card signed by his faculty adviser and his instructor. A student who does not withdraw from a course by this procedure will receive a failing grade in the course.

A student may withdraw from a course without receiving a grade any time prior to mid-term. The timing of withdrawals in order to avoid penalty is the responsibility of the student. A student who withdraws from a course prior to mid-term will receive a W for the course. The W will appear on the student's transcript; however, the hours will not be used to compute the grade average. After mid-term no withdrawals from courses will be honored by the College.

WITHDRAWAL FROM COLLEGE

A student who withdraws from the College after mid-term may, with the approval of his faculty adviser, petition the Dean of the College for incomplete grades. The petition will specify when the student plans to return to Georgia College and remove the incomplete grades. A student's failure to honor the terms of the petition will release the College from meeting its part of the agreement and the final grade for these courses will be recorded as F (failing). *To withdraw from the College, a student should report first to the Dean of Students' Office.*

INCOMPLETE GRADES

A student may receive an incomplete grade in any course with the permission

*If a course is repeated, only the last hours and grade received are used in the computations.

of the instructor, provided that the reason for the incomplete is not withdrawal from the College. (See last paragraph, above.) A student receiving an incomplete grade, and who is not withdrawing from the College, has until the mid-term of the following quarter to remove the incomplete grade. Incomplete grades received during Spring quarter must be removed by mid-term of the following Fall quarter. Failure to remove an incomplete grade under these conditions will result in a failing grade in the course. An instructor removes an incomplete grade by recording the final grade on a Change of Grade card and sending it to the office of the Dean of the College.

RIGHT OF PETITION

Any student enrolled at Georgia College has the right of petition to the Dean of the College. Petitions are to be used by the student and his faculty adviser to remedy undue hardships and specific inequities that may adversely affect a student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students regarding the nature and composition of academic programs. Ordinarily petitions are used to remedy emergency situations in isolated cases caused by unanticipated consequences in the application of the academic requirements of the College.

CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is recognized that absence will sometimes be necessary. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative to make-up of work missed. The decision to permit the student to make up work required by any class meeting rests with the instructor. A student should inform his instructor in advance of any expected absences.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grade will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by an Au and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time.

ADDING COURSES AFTER REGISTRATION

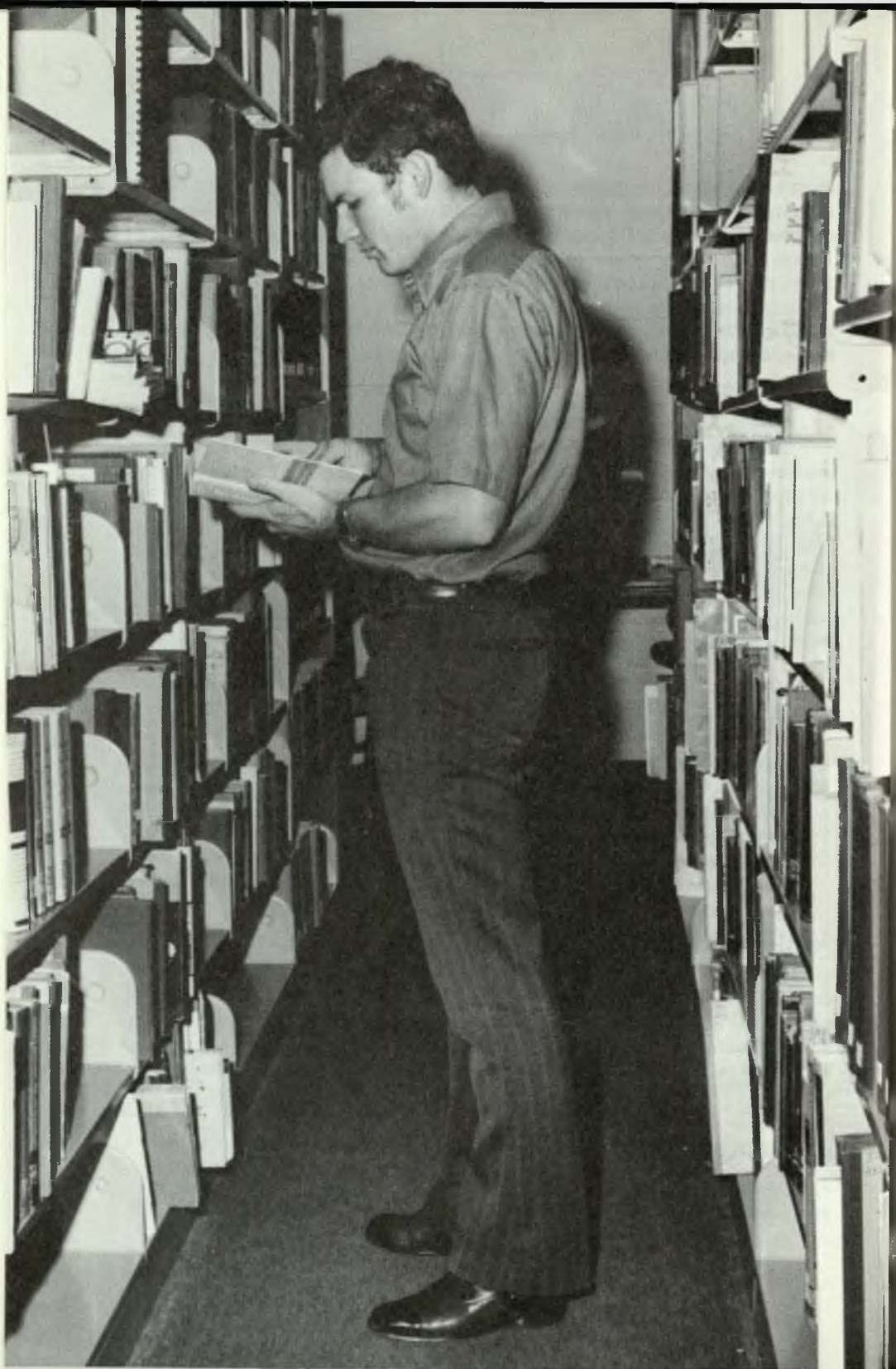
A student may add courses to his schedule for a period of three school days after formal registration. The add card is available from the Registrar's office and

must be signed by the student's faculty adviser and instructors involved before being returned to the Registrar's office by the faculty adviser. No credit will be awarded in any course for which the student is not properly registered.

REQUIREMENTS FOR GRADUATION

To qualify for a Graduate degree at Georgia College the student must satisfy the following requirements:

1. Fulfill the departmental requirements for the degree chosen.
2. Present a written application for a degree on the form provided by the Director of Graduate Studies by the start of the Spring Quarter immediately preceding the June graduation or by the start of the second session of the Summer Quarter immediately preceding the August graduation.
3. A graduate student proposing to participate in June graduation exercises must have a 3.00 academic average in courses taken while enrolled at Georgia College not later than the end of the Winter Quarter immediately preceding the exercises; for August graduation, not later than the end of the Spring Quarter immediately preceding the exercises.
4. A student planning to use transfer work to qualify for his degree must have *official transcripts* submitted to the Director of Graduate Studies office not later than the beginning of the Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.
5. A student who has applied for and been approved for a degree, and does not appear at the graduation exercises he specified on his degree application form, shall not graduate at that time unless he has been approved previously by the Dean of the College for *in absentia* status. Upon resubmission of a written request for graduation at the next graduation exercises, request for *in absentia* status if desired, and a second payment of the graduation fee, he may receive his degree at the graduation exercises.
6. Georgia College reserves the right to withhold a diploma from any student and refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the College.



THE GRADUATE PROGRAMS

The Graduate Programs provide advanced study in biology, business administration, teacher education, and history. The programs award the degrees of Master of Science in Biology, the Master of Business Administration, the Master of Education, the Specialist in Education, and the Master of Arts in History.

Programs of teacher education at the fifth-year level are provided in elementary education and in the following secondary fields: business education, English, health and physical education, home economics, mathematics, science, Spanish, and social studies. A program at the sixth-year level in the area of elementary education is also offered.

FACILITIES

The College has excellent facilities for the graduate program. Practically all graduate courses are scheduled in air-conditioned rooms.

The new library is well equipped for graduate study. An extensive and centrally located bibliography collection is a major assistance to effective research. Four individual microfilm reading rooms equipped with microfilm reader-printers are available. The Graduate Reading Room is located on the second floor.

A curriculum laboratory, located in the Peabody Building, contains ample collections of current elementary and secondary school textbooks, courses of study, curriculum bulletins, Georgia State Department of Education publications, United States Office of Education bulletins, and a variety of periodicals and pamphlets. Graduate students may avail themselves of these materials, most of which can be checked out.

Six thousand square feet of research area for graduate students in biology is located in the Biology Research Annex for all types of biological research problems. In addition the Institute of Natural Resources is developing a field station on 10 acres of land at Lake Sinclair for ecological and aquatic research.

SUMMER ACTIVITY PROGRAM

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators, graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for

Graduate Programs

picnics, tennis, and bicycling. Group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students daily.

GENERAL POLICIES GOVERNING GRADUATE WORK

Courses numbered 600 are exclusively for graduate students. Courses numbered 500 are primarily for graduate students, but, on occasion, are open to qualified seniors or special students. Admission to graduate standing is a prerequisite for enrollment in graduate courses for graduate credit. Each graduate student is responsible for consulting with his faculty advisor and for the completion of individual course prerequisites.

An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents. Pluses and minuses do not affect the average.

All credit applied to the planned program must have been earned within the prescribed period of six years after the initial work of the graduate program.

At least thirty hours of graduate work must be completed in regular College session residence. Off-campus courses do not meet the residence requirement, and not more than fifteen hours of Saturday classes or field study will be accepted on the degree program. Not more than fifteen hours of graduate credit can be earned by in-service teachers during the September-June period.

Not more than fifteen of the sixty hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other requirements specified by the College.

No graduate credit will be allowed for correspondence work.

BIOLOGY

Dr. David Cotter, Chairman

Professor: Cotter; Associate Professors: Batson, Chesnut

MASTER OF SCIENCE IN BIOLOGY DEGREE

Admission:

The following admission standards are required for admission to the Master of Science Program in biology:

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. A undergraduate average of 2.6 or better on a 4.0 scale.

A committee composed of departmental advisers will meet with each student to advise them on the specific requirements of the program and inform them of the research opportunities available.

Admission to Candidacy:

Applicants who have met the minimum requirements for admission to the graduate program in biology may apply for candidacy after completing a minimum of 15 hours of graduate work. The candidate must also have a planned program of study, have outlined an acceptable thesis problem and have passed a general comprehensive examination in the field of biology. Qualifying comprehensive examinations will be administered during the fifth week of any quarter.

Other Requirements:

All students entering the M.S. program must earn 45 hours of approved graduate credit and complete an independent research problem and submit three unbound copies of the thesis for approval. The student will select a major professor to direct his thesis problem. In addition, he will in concert with his major professor select a supervisory committee who will give him a final oral examination covering both the defense of his thesis and a comprehensive examination in biology emphasizing aspects of his graduate program. Other members of the biology department and other departments may participate in

Biology

the final. Elective course work (statistics, computer courses, chemistry, etc.) are considered as added requirements above the 45 hours of course work unless they are approved for graduate credit.

Financial Aid:

Inquires concerning sources for financial support including Teaching and/or Research Assistantships should be directed to the Chairman of the Biology Department.

The following courses may serve to satisfy the subject area requirements for science in the Master of Education program or for completion of requirements for the Master of Science degree in Biology.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES. (5-0-5) Su of even years

A course designed to bring high school science teachers abreast of selected modern advances in the biological sciences. Special attention will be given toward developing deeper understandings of some of the fundamental concepts in the biological sciences.

502. FIELD BOTANY. (2-6-5) S of even years, academic year, Su odd years

A course designed to acquaint the student with interrelationships of living organism through the use of plant material from the natural habitat.

503. FIELD ZOOLOGY. (2-6-5) S of odd years, academic year, Su of even years

A course designed to study the biology of animal populations in the natural habitat.

540. GENETICS. (5-0-5) F, Su of even years

A study of the physical basis of inheritance, the laws of heredity and their relation to man.

541. EVOLUTION. (5-0-5) W, Su of odd years

A study of the processes of organic evolution.

542. **ECOLOGY.** (2-6-5) S, Su

Investigations into the effect of environment on the structures, functions, and community organization of plants and animals.

550. **INDEPENDENT STUDY.** (Var.) By demand.

Special problems in biology.

565. **PLANT ANATOMY AND MICROTECHNIQUE.** (2-6-5) F even years, Su of even years

A course designed to acquaint the student with plant cells and tissue and the methods for preparing plant materials for microscopic examination.

569. **FRESHWATER BIOLOGY.** (3-4-5) S, Su

Study of freshwater organisms, their identification, natural history and environment relationships.

599. **INTERNSHIP.** (Var.) By demand

Open to students participating in the Georgia Intern Program. Credit: five to fifteen hours.

605. **INTRODUCTION TO SCIENTIFIC RESEARCH.** (5-0-5) Spring odd years, Su of even years

A practical guide to scientific research with emphasis on principles, techniques and procedures. Includes the choice and statement of the research problems, experimental design, sampling and analysis techniques, scientific illustration, and methods of reporting the results of research.

615. **BIOGEOGRAPHY.** (5-0-5) W of odd years, Su of even years

Theories and principles concerning regional patterns of distribution of plants and animals, both past and present.

625. **LIMNOLOGY.** (3-4-5) Sp of even years, Su of odd years

The ecology of freshwater environments, including the interactions of biological, chemical, and physical factors.

635. **POPULATION ECOLOGY.** (5-0-5) W of odd years, Su of even years

The investigations of the functions, interactions and behavior of individual populations in the ecosystems.

645. **ICHTHYOLOGY.** (3-4-5) F of odd years, Su of odd years

The biology, classification, morphology, behavior, and distribution of fish.

655. **ADVANCED PARASITOLOGY.** (2-6-5) W of even years, Su of odd years

The biology and taxonomy of parasitic Protozoans, Helminths, and Arthropods of native fauna. Research techniques emphasized.

665. **ADVANCED PHYSIOLOGY.** (3-4-5) W of even years, Su of odd years

A detailed study of vertebrate physiology using the systems approach. Systems covered include gastro-intestinal, reproductive, circulatory, excretory,

Biology

respiratory, nervous, and muscle. The laboratory utilized a variety of vertebrate animals to demonstrate physiological principles.

675. ADVANCED ENTOMOLOGY. (2-6-5) F of even years, Su of even years

This course is a sequel to Entomology (Bio 467). Emphasis is placed upon selected entomological topics, more specific insect identification, environmental relations and insect distribution.

685. ADVANCED MICROBIOLOGY. (2-6-5) F odd years, Su odd years

Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

696. THESIS RESEARCH. (Var.)

Credit: five to fifteen hours.

BUSINESS ADMINISTRATION AND ECONOMICS

Dr. Joseph F. Specht, Chairman

Professors: Bunting, Hong, Specht, Thornhill; Associate Professor: Dooley

MASTER OF BUSINESS ADMINISTRATION DEGREE

The primary objective of the Master of Business Administration program is to train future business executives to deal with managerial problems related to operations in a complex and dynamic economy. Although a two-year academic program is offered requiring the completion of ninety quarter hours of work, a substantial reduction of time may be achieved if previous academic work can satisfy any portion of the specified program. The first year of the two-year curriculum has been designed primarily for those students whose undergraduate experience has been basically in the liberal arts, science, engineering or other non-business areas.

First Year: Thirty-five quarter hours. Eco. 571; BA 503; BA 545; BA 517; BA 541; BA 551; BA 561.

Electives: Ten quarter hours: BA 555 and Economics or Business Administration related subjects approved by the department.

Second Year: Forty-five quarter hours: Eco. 676; Eco. 678, BA 617; BA 642; BA 681; BA 685; BA 690; BA 699 or elective appropriate to research problem.

MASTER OF EDUCATION DEGREE

The primary objective of the Master of Education program in business education is to improve and make more effective the teaching work of experienced business teachers in the secondary school. Graduate study should include Business Administration 504, 529, 530, 532, 533, 540.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

Business Administration

503. BUSINESS STATISTICS. (5-0-5)

A general course covering the use of graphs, frequency distributions, averages, measures of dispersion, etc., with an introduction to sampling and correlation; a basic course for all the fields of application.

504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. (5-0-5)

A study of the history and philosophy of vocational education as a background, followed by a thorough study of the provisions and implications of the Vocational Education Act of 1963 and the 1968 Amendments.

517. ADVANCED COMMUNICATION AND REPORTS. (5-0-5)

Total communication principles that blend the most modern and successful written and oral principles and techniques for improved internal management communication and external management presentation.

529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS. (5-0-5)

Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, of good personal business traits, and of an understanding of what to expect in an office.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION. (5-0-5)

Modern principles of business education in relation to the actual problems that face business teachers in secondary school.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS. (5-0-5)

Emphasis on selected subject matter in this area to strengthen the background on the graduate student as well as to work toward improvement of presentation of high school students.

533. ADVANCED OFFICE PRACTICE. (5-0-5)

Enrichment of subject matter and skills in office duties, filing, and office machines as well as a survey of modern developments of teaching in this area.

540. ADMINISTRATIVE OFFICE MANAGEMENT. (5-0-5)

Concepts underlying the operation, organization and control of business offices.

541. FINANCIAL MANAGEMENT. (5-0-5)

An understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations.

542. MANAGEMENT THEORY. (5-0-5)

An introductory analysis of the operations of organizations incorporating a survey of the tools of managerial decision-making and the development of an understanding of the management process.

545. COMPUTER AND DECISION-MAKING PROCESS. (5-0-5)

Management simulation through the use of computers. The course stresses rationality in business decisions and the integrating of the functional fields into management decisions.

551. ACCOUNTING THEORY. (5-0-5)

History and development of accounting theory with special emphasis on the new principles being advocated at the present time; the influence of legislation on accounting theory.

555. MANAGERIAL ACCOUNTING. (5-0-5)

Provides knowledge required for intelligent use of accounting data by management; accounting reports and controls and limitations of accounting data.

561. MARKETING AND DISTRIBUTION THEORY. (5-0-5)

An analysis of social, economic, technological, and competitive forces which create and shape demand; marketing problems confronted by management; and promotional programs and distribution patterns employed to obtain sales and profits.

603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS. (5-0-5)

Advanced Statistics begin with the use of parametric and non-parametric tests of hypotheses. The theory and use of the Student's T test, F test, Chi Square, and the setting up of the experimental and Quasi-experimental research designs are explained and applied throughout the course. Some use of the computer is expected as the course progresses to its completion.

617. ORGANIZATION AND COMMUNICATIONS THEORY IN MANAGEMENT. (5-0-5)

This course focuses upon the organization as a system of structural interpersonal relationships wherein the behavior of individuals is differentiated in terms of authority, status, and role. The importance of information and communication theory is stressed to explain how communications may be used effectively to decrease ambiguity, spontaneity, and conflict within the organization. Some of the more prominent organization and communication theories are presented with particular emphasis on decision making. Further interest focuses upon the system of relationships among organizational functions relative to the quest for stability, continuity and predictability as the organization reacts to both internal and external agents.

642. ADVANCED PROBLEMS IN MANAGEMENT. (5-0-5)

General organization and management of an industrial plant or business enterprise. A study of the problems a business encounters in maintaining adequate supplies of raw materials. Sources, purchase, finance, transportation, storage, and control of inventories.

681. SYSTEMS ANALYSIS AND DESIGN. (5-0-5)

Emphasis for this course is placed upon the inter-relationships between systems joined to each other by conjunctive or disjunctive connectives for the purpose of acquainting the student with the systems approach to management. Systems characteristics such as flows (information, materials, money, etc.); structure (physical and geographic, organizational design, etc.); and procedures (planning, organizing, directing and controlling) comprise an integral part of the course. Interest focuses upon complex, formal organizations wherein the structure, flows, and procedures of sub systems may be purposefully designed to form an integrated system.

685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH. (5-0-5)

A study of probability theory, statistical methods, classical statistical inference, and quantitative decision-making techniques. Emphasis on simple mathematical models for various business problems.

690. RESEARCH SEMINAR. (5-0-5/10)

Considers nature, scope, and importance of business research methodology. Emphasizes sources of information, methods of presentation, and methods of analysis and interpretation of statistical data. Involves individual investigation and report writing on problems of current business interest.

699. RESEARCH PROBLEM. (5-0-5/10)

A study in depth of a problem of personal interest. This is not a formal dissertation but rather an opportunity for personal research and study.

Economics

571. ECONOMIC THEORY. (5-0-5)

An analysis of the principles involved in the production, exchange and distribution of goods by the American Economic System. An inquiry into macro-economic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates.

676. MANAGERIAL ECONOMICS. (5-0-5)

The development of skill in the systematic analysis of the economic accounting aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance both of the business firm as a whole and of individual units within the firm.

678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY. (5-0-5)

A study of the philosophy and role of business and the business executive in the social, governmental, and economic environment. Special emphasis on legal and political processes as they affect democratic industrialized societies.



CHEMISTRY

Dr. J. F. Vincent, Chairman

Professors: Simpson, Vincent; Associate Professor: Baarda

The Chemistry department offers graduate courses that are applicable to the subject area requirements of the Master of Education degree. Chemistry courses may be taken by student's seeking a Master of Science in Biology with the permission of the student's major professor.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

501. ADVANCED INORGANIC CHEMISTRY. (4-2-5) Sp. Chemistry 301, Mathematics

A course presenting modern theories and practice of inorganic chemistry. Emphasis on quantum theory approach to electronic structures of atoms and molecules; valence theories; theoretical background to structural methods and their application. Problems from the current inorganic chemical literature are used to illustrate the course material.

540. HIGH ENERGY INTERMEDIATES IN ORGANIC REACTIONS. (3-4-5) F

An introduction to the generation, reactivity and stereo-chemistry of selected types of high-energy intermediates involved in the study of reaction mechanisms. The laboratory uses a project approach to give experience in understanding experimental results by applying theories and also of evaluating and modifying theories through interpretations of experimental results.

551. BIOCHEMISTRY, II. (3-4-5) Sp Enzymology.

552. INDEPENDENT STUDY. 2 to 5 hours credit.

Special problems in chemistry. Open to seniors and graduate students with the approval of the chairman of the department.

MASTER OF EDUCATION DEGREE

Dr. M. C. Sanders, Coordinator of Graduate Programs in Education

Approved teacher education programs leading to the Master of Education degree and T-5 certification currently are provided in the following fields:

Elementary Education (1-8)
Business Education (7-12)
English (7-12)
Modern Foreign Language (7-12)
 Spanish
Home Economics (7-12)
Mathematics (7-12)
Science (7-12)
Social Science (7-12)
Health & Physical Education (1-12)

In addition, the college offers the sequence of courses leading to supplementary certification in Supervising Teacher Service.

Admission

Applicants for the Master of Education degree must comply with the general requirements prescribed for the University System. In addition, the following specific requirements must be met:

1. The applicant must have completed an accredited undergraduate program which shows satisfactory preparation for the proposed graduate study.
2. The applicant must hold, or be eligible for, a professional certificate in the field in which graduate work is planned.
3. The applicant must submit a satisfactory score on either the National Teacher Examinations (both Common and Teaching Field) or the Graduate Record Examination.

Applicants who do not meet requirement #2 above may be admitted provisionally while completing certification requirements. In some cases an applicant holding a T-4 in one field may, within a Master of Education program, fulfill requirements for certification in another field. A graduate student can not take more than fifteen hours of graduate work that may be applied on a graduate degree before regular graduate status has been attained.

Applicants must submit four copies of the application for admission and two copies of the undergraduate transcript to the Director of Graduate Studies.

Admission to Candidacy

After admission as a regular graduate student and completion of no less than fifteen hours of course work, a student must apply for admission to candidacy for the Master of Education degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of work, including five hours in a 600 level professional education course and five hours in the teaching field.
2. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate Programs in Education.

Four copies of the planned program are submitted with the application for candidacy. Upon approval of student's candidacy, one copy of the program is returned to the applicant, one is sent to the major adviser and one to the Coordinator of Graduate Programs in Education, and one is retained in the office of the Director of Graduate Studies.

Credit Requirements and Regulations

The Master of Education degree requires sixty quarter hours of credit, normally twelve five-hour courses. Specific requirements are as follows:

- I. Professional Education
 1. Ed. 600, Social Foundations or Ed. 620, Philosophical Issues
 2. Ed. 630, Educational Research
 3. Ed. 640, Advanced Studies in Learning
 4. Ed. 690, Curriculum Planning
 5. An education elective
- II. Teaching Field Courses
Twenty-five hours of course work in the field of certification.
- III. Electives
Ten hours of electives which may be in the content field, related subject areas, or education.

At least thirty hours of graduate work must be completed on campus. Under no circumstances will more than thirty hours of off-campus credit (including MGATES or comparable courses) be accepted on the degree program. Fifteen hours of these thirty hours may be taken under the auspices of another institution.

Not more than fifteen hours can be earned by anyone employed full time during the September-June period.

All credit applied to the planned program must have been earned within the prescribed period of six years after the initial work on the graduate program.

Education

An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents.

Advisement

Upon approval for admission by the Director of Graduate Studies, a student's application is sent to the Coordinator of Graduate Programs in Education, who assigns an adviser. Department chairmen usually serve as advisers for students in the secondary teaching areas, and an education professor serves for those in elementary education. The adviser should be contacted whenever the student has questions concerning the program or registration for courses.

SPECIALIST IN EDUCATION DEGREE

The Specialist in Education degree also leads to TS-6 certification. Currently the degree is available only in elementary education but additional fields will soon be available.

Admission

To be eligible for admission, students must have achieved the minimum National Teacher Examination score required for sixth-year certification by the State Department of Education. Only persons who already hold a T-5 certificate in elementary education can be considered for entrance. The approval of the Department of Education is also necessary following a personal interview with the Department's adviser.

Credit Requirements and Regulations

Each sixth-year professional program is individually designed in light of prior course work, needs and interests of students, and the results of the National Teacher Examination. The professional program is made up of a sequence of courses and a year-round plan for personal and professional development.

The sequence of courses consists of a minimum of forty-five hours of planned graduate study beyond the Master of Education degree and a total of one hundred five quarter hours of graduate study. Of these, sixty quarter hours normally are planned as a master's degree; the remaining forty-five quarter hours are considered the sixth-year program. The total of one hundred five quarter hours must be completed within the following framework:

1. Foundations of education	15 quarter hours
2. Curriculum, methods, problems	15 quarter hours
3. Research	10 quarter hours
4. Instructional areas (subject matter)	50 quarter hours
5. Electives	15 quarter hours

Students are subject to the general graduate program regulations described elsewhere with the following addition: only courses passed with the grades of A or B are acceptable.

Not more than ten quarter hours of credit may be earned under the auspices of another graduate institution and transferred into this program. All credit applied to the planned program must have been earned within a period of four years after registration for the first course at the sixth-year level. A research project must be completed as a part of either the fifth- or the sixth-year program.

During the student's last resident term an oral examination will be scheduled.

EDUCATION

Dr. John H. Lounsbury, Chairman

Professors: Britt, Gardner, Lounsbury, Sanders; Associate Professors: Beard, Joyner

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

General Professional*

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (5-0-5)

Deals with philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation.

536. SEMINAR IN DRUG EDUCATION. (5-0-5)

Designed to inform teachers and other interested persons about the growing drug problem. Emphasis is on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, rehabilitation, and legal aspects. Attention is given to community organization, methods of involving youth, and identifying and evaluating available resource people and materials.

540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (5-0-5)

Administrative procedures for programs for young children relative to policies, standards, financing, staffing, housing, supervision, and parent involvement. The competencies needed in such programs as Day Care, vocational laboratory schools, private preschools, parent cooperatives, and Head Start considered.

558. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS. (Var.)

Survey of print and non-print material for children and adolescents in the various media of communication, criteria of evaluation and analysis of books

*Graduate courses are grouped under the following headings: General Professional, Special Education, and Teaching Field Courses.

and other related materials in terms of today's needs, interests, and abilities of children and adolescents.

559. UTILIZATION OF MEDIA. (Var.)

Designed for teachers and library media specialists. Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials, and proper care and use of media equipment.

585. TEACHER EDUCATION: A COOPERATIVE VENTURE. (5-0-5)

Prerequisites: Professional certificate, two years successful teaching experience, recommendation of cooperating system.

The first of the three-course sequence designed to provide teachers with information and understandings required for effective guidance of prospective teachers.

586. INTERNSHIP FOR TEACHER EDUCATORS. (2-4-5)

Prerequisite: Education 585 and guiding a prospective teacher.

A field and seminar course provided for teacher educators in guiding a prospective teacher of the college for a quarter.

587. SEMINAR IN SUPERVISION. (5-0-5).

Prerequisite: Education 585, 586.

The seminar provides an opportunity for cooperating teachers to engage in a variety of follow-up and research studies of student teaching and focus on deepening understandings of guiding prospective teachers.

590. INTERPERSONAL RELATIONS IN TEACHING. (4-2-5)

Peer relations in teaching, the teacher as a person, interacting with parents, professional co-workers, volunteers and paraprofessionals, insights of group dynamics, sensitivity training and parent education are incorporated into practical experiences of mutual involvement among students and others in the teaching role.

593. EARLY CHILDHOOD EDUCATION. (4-2-5)

For teachers of young children with emphasis on nursery school and kindergarten, deals with processes and content of program development based on nature and needs of children, educational objectives, and methods of providing effective learning situations.

594. PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN. (Var.)

Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program.

596.A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL. (3-2-5)

This field course employs a problem-centered approach which is designed to assist elementary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

597.A,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL. (3-2-5)

This field course employs a problems-centered approach which is designed to assist secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

599. INTERNSHIP. (Var.)

Prerequisite: Approval by the instructor.

Open only to students participating in Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit.

600. SOCIAL FOUNDATIONS OF EDUCATION. (5-0-5) F Su

A study of the sociological factors underlying present day American education. Uses materials from the fields of cultural anthropology, economics, social psychology, and educational sociology to help students understand issues in education.

605. THE HOME ECONOMICS CURRICULUM. (5-0-5)

The principles of developing and changing the home economics curriculum in relation to recent trends and the work of the total school.

610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION. (5-0-5)

A study of the organization, administration, and evaluation of schools including the relationship between public education and the state and federal governments.

620. PHILOSOPHICAL ISSUES IN EDUCATION. (5-0-5) Su

An analysis of educational philosophies in their historical context. Develops understandings of the practices and policies in education by searching for their antecedents, both philosophical and historical.

628. SEMINAR IN ELEMENTARY EDUCATION. (5-0-5) Su

Prerequisite: Admission to Ed. S. program.

An opportunity to identify and critically analyze issues, theories, practices, and problems of the profession through investigation and discussion, ways to improve classroom procedures, curriculum problems and professional leadership.

630. EDUCATIONAL RESEARCH. (5-0-5) Su

Seeks to develop an appreciation for an adequate competence in basic procedures and methods of educational research.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH. (0-10-5)

Prerequisite: Ed. 630, and an approved field research proposal.

The field research is carried out during the regular school year under supervision and includes securing and handling data, describing procedures, drawing conclusions and reporting in a scholarly manner.

640. ADVANCED STUDIES IN LEARNING. (5-0-5) W,Su

Prerequisite: Ed 630 (Research course)

A comprehensive study of learning theory with emphasis upon recent

literature; a study of methods and techniques utilized in assessing human performance. Special attention is given to research findings in motivation, accountability, behavioral modification and human relationships in the classroom.

650. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS.(5-0-5)

A consideration of the total field of junior high school/middle school education, its historical development, its present status, its special problems and programs. Suitable for educators who work in the transition years, no matter in what organizational pattern.

680. PRINCIPLES AND PRACTICES OF GUIDANCE.(5-0-5) Su

An introduction to the principles of counseling and their application in the school setting.

690. CURRICULUM PLANNING. (5-0-5) S Su

A study of principles, practices, and techniques appropriate for overall curriculum planning. Consideration is given to trends in curriculum design.

SPECIAL EDUCATION

571. CLINICAL PRACTICUM IN SPECIAL EDUCATION.(1-4-5)

Supervised introductory field experiences in various facilities providing for the exceptional child.

573. SOCIO-PSYCHOLOGICAL ASPECTS OF MENTAL RETARDATION (5-0-5)

Sociological and social-psychological methods, concepts, and research findings relevant to mental retardation, effects on adjustments of family members, parental attitudes, parent-child relationships, peer acceptance, techniques of counseling parents and contributions of social agencies.

574. LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED. (5-0-5)

The special problems of acquisition of language by mentally retarded individuals, including a review of the literature, psycholinguistic theory, verbal communication skills, language training programs and field experiences.

575. INTRODUCTION TO SPECIAL EDUCATION. (5-0-5)

A survey of the areas of exceptionality, including sensory as well as intellectual and emotional handicaps. An overview of educational and psychological implications of each area. Field trips and tutorial experiences are provided. Limited to graduate in-service teachers and upper-classmen on approval of the instructor.

577. THE NATURE OF MENTAL RETARDATION.(5-0-5)

Prerequisite: permission of instructor.

A basic survey of mental retardation including definitions, classification, etiology, characteristics and diagnostic means. Treatment procedures considered

from medical, psychological, sociological, legal, and educational points of view are included.

579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED. (5-0-5)

A clinical-diagnostic approach to teaching the retarded, task analysis, objectives, principles of learning, evaluation, administrative organization, and methods of teaching the retarded are emphasized.

580. APPLIED BEHAVIOR MODIFICATION THEORY IN EDUCATION. (5-0-5)

The theory and practice of operant conditioning techniques that may be applied in teaching the exceptional child. Review of relevant research literature, and classroom techniques appropriate to both special and regular classes will be included.

584. TOPICAL SEMINAR IN SPECIAL EDUCATION. (5-0-5)

Class will focus on one or more of a number of special topics as interest and needs dictate. Basic topics include: occupations and guidance for the mentally retarded, gifted, learning disabilities, and behavioral disorders.

588.ABC. INTERNSHIP IN SPECIAL EDUCATION. (Var.)

Provides the students with a full-time professional laboratory experience in a program for exceptional children under the supervision of a certified special class teacher and a college supervisor. Eligibility is dependent upon meeting all pertinent requirements.

ELEMENTARY TEACHING FIELD

511. SOCIAL STUDIES CURRICULUM IN THE ELEMENTARY SCHOOL. (5-0-5)

The social studies curriculum of the elementary school, the methods of inquiry, the selection and use of learning resources, the organization of social studies content, and a survey of recent trends and research are explored. A selected social studies curriculum problem is designed.

515. ART EDUCATION.

A course designed to give the non-art major an insight into the reasoning processes of the artist. Study will center around the creative process as a whole and the considerations which govern the artist in his work. Illustrative materials will be drawn from the major periods of art development, including the present. Laboratory experiences in drawing and painting, crafts, or ceramics.

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

The survey, selection, and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experience in the elementary classroom.

525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.(4-4-5) Su

Designed to strengthen basic understandings of biological and earth science concepts appropriate for elementary school. Relevant research, current science programs, and effective methods and materials are included.

526. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS. (4-4-5) Su

Designed to strengthen basic understandings of physical science. Current research and programs are studied. Opportunities are provided for development of materials and methods for teaching science.

560. THE ELEMENTARY ENGLISH CURRICULUM. (3-2-5) Su

Basic concepts and understandings related to linguistic research and transformational grammar as they apply to the elementary curriculum. The production, use and evaluation of appropriate teaching materials receive intensive study.

660. PRINCIPLES AND PRACTICES IN TEACHING READING. (5-0-5) F Su

Designed to provide an understanding of principles, practices, and approaches to teaching reading, this course focuses attention on the development of a sequential program of reading skills. The production, use, and evaluation of materials receive intensive study. As important as study to the acquisition of knowledge and skills is a critical analysis of materials, suitable for use in a developmental reading program.

661. DIAGNOSING AND CORRECTING READING DISABILITY. (4-1-5) W Su

Prerequisite: Ed. 660.

Designed to provide teachers with skills in diagnosing and correcting reading disability, this non-clinical course emphasizes the need for early detection of reading problems and preventive teaching to eliminate later major reading disability. Understandings of various individual and group diagnostic techniques, both formal and informal, will receive major attention.

ENGLISH AND SPEECH

Dr. John Timmerman, Chairman

Professors: Timmerman, Dawson, Kickliter

The department of English and speech offers graduate courses leading to the Master of Education degree with a subject area concentration in English. This concentration requires a minimum of twenty-five hours of graduate courses in English.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

511. MILTON. (5-0-5)

A study of *Paradise Lost*, *Samson Agonistes*, and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect Milton's influence on the 17th and later centuries. The course is designed primarily for graduate students, but seniors may enroll upon invitation. Credit, five hours.

512. THE EIGHTEENTH CENTURY. (5-0-5)

Major figures from Dryden through Dr. Johnson.

522. THE LANGUAGE SKILLS. (5-0-5)

An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of the most effective means of presenting them to students. Extensive reading in the more recent studies of the teaching of grammar and composition. Credit, five hours.

531. SHAKESPEARE. (5-0-5)

An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view.

534. MODERN POETRY. (5-0-5)

A study of twentieth-century British and American poetry with attention to the development of sound, independent critical judgment.

537. ROMANTIC POETRY. (5-0-5)

A concentrated study of the poetry and thought of Wordsworth, Coleridge, Byron, Shelly, and Keats.

538. TENNYSON AND BROWNING. (5-0-5)

A study of Tennyson and Browning and their relation to life and thought of the nineteenth century.

539. CHAUCER AND HIS AGE. (5-0-5)

A detailed study of *The Canterbury Tales* with a glance at the minor poems.

540. MAJOR THEMES AND MOVEMENTS IN NINETEENTH CENTURY AMERICAN LITERATURE. (5-0-5)

A study of recurrent ideas and attitudes especially as they appear in the writings of Poe, Emerson, Hawthorne, and Mark Twain.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mr. Floyd Anderson, Chairman

Professors: Poindexter, Walton

Graduate students may apply for a Master of Education degree with a concentration in physical education keeping within all requirements as stated under the Master of Education Degree. Graduate students are required to complete twenty-five hours of appropriate subject area courses including HPER 501, 560, 574, 670 and five hours of electives.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION. (1-4-5)

A survey of current problems and trends in these fields. Students have opportunity for independent investigations and research.

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION. (5-0-5)

Students broaden their knowledge of scientific facts and effective health practices pertinent to personal, family, and community health problems.

510. EVALUATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION. (5-0-5)

Application of statistical techniques to research problems in Health, Physical Education, and Recreation.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION. (5-0-5)

Needs and interests of students at the graduate level in designated areas of activity.

533. FIRST AID AND SAFETY EDUCATION. (5-0-5)

Practice and application of standards and accepted principles. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Emphasis upon instruction.

550. OUTDOOR EDUCATION. (V-5)

Teachers and others interested in instructional programs involving use of outdoor settings and school campus. Historical and philosophical bases and implications for the curriculum. Field trips and observations arranged.

560. PHYSIOLOGY OF EXERCISE. (5-0-5)

Includes an understanding of traditional concepts with regard to current advances related to muscular, respiratory, cardiovascular, nervous adaptations, and physical stress. Opportunity is offered to conduct experiments and studies on related topics.

574. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS. (5-0-5)

A study of programs in elementary, junior, and senior high schools in health and physical education, including intramurals and athletics. Discussion of objectives, equipment, scheduling, policies, and other administrative problems.

575. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (5-0-5)

A study of curriculum needs, program planning, and the actual setting up of curricula to meet secondary school demands and interests.

670. HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. (5-0-5)

Historical and philosophical implications in the development of physical education from primitive man to the present day.

675. THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS. (5-0-5)

Need, purpose, and study of psychology in physical education and athletics.

HISTORY AND POLITICAL SCIENCE

Dr. O. W. Taylor, Chairman

Professors: Greene, Taylor; Associate Professors: Deaton, Hemphill

The department of History and Political Science offers graduate instruction leading to the Master of Arts degree in history, and also graduate courses in history and in political science which fulfill subject-area requirements for the Master of Education degree with a concentration in social studies. While other social science departments also offer courses fulfilling subject-area requirements of the Master of Education-Social Studies program, the department of history and political science advises all students enrolled.

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for employment in historical and governmental agencies, and for teaching in junior colleges. Individuals who already hold a professional teaching certificate and who choose Plan B (without theses) may use the elective courses to fulfill the requirements for T-5 certificate. Further details may be obtained from the chairman of the department.

Admission

Applicants for admission to the program leading to the Master of Arts Degree in History must comply with the general requirement of the University System and the college as described earlier in this catalog. If not satisfied under general requirements, applicants must also:

1. Hold the bachelor's degree from a regionally-accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the chairman of the department of history and political science, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.
2. Have an undergraduate grade average of at least 2.6 on a 4.0 scale.
3. Submit acceptable scores on both the aptitude and the Advanced History portions of the Graduate Record Examination.
4. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do acceptable graduate work in history. One letter should be from the

chairman of the department in which the undergraduate major was taken. Letters should be sent by the writers directly to the Director of Graduate Studies.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Applicants will be given a prompt decision upon receipt of necessary materials, and the program may be entered in any quarter. Admission is granted by the Director of Graduate Studies upon recommendation of the chairman of the department of history and political science. *Prospective applicants should consult, in person or by mail, with the Chairman of the department of history and political science prior to filing application.*

Programs of Study

The Master of Arts Degree in History is offered under two plans:

Plan A. (With thesis.) A minimum of forty-five quarter hours of graduate work in history is required, including History 650 (Advanced Study), History 600 (Historiography), at least one seminar (History 605, 608, 611, 614, 617), and History 654 (Thesis Research.)

Plan B. (Without thesis.) A minimum of sixty quarter hours of graduate work is required. At least forty-five quarter hours must be in history, including History 650 (Advanced Study), History 600 (Historiography), and at least one seminar (History 605, 608, 611, 614, 617.)

Students hoping to pursue further study elsewhere toward the Ph.D degree should follow Plan A. All students should enroll in History 650 as early in the program as possible. One five-hour graduate-level political science course may be substituted for one optional history course.

A maximum of fifteen hours of graduate work creditable to the program may be taken at other accredited graduate institutions. Courses taken prior to admission to this program must be directly pertinent, and *courses taken after admission must be taken in an approved transient student status.* In either case, grades may not be lower than "B". All work, whether in this institution or another, must be done within a period of six years.

Fields of concentration offered are:

1. The United States.
2. Europe.

Graduate instruction in other fields is also offered.

Each student will choose a field of concentration; those following Plan A will

write the thesis in it, and those following Plan B will write a mature research paper in it while enrolled in History 650.

Early in the quarter following completion of fifteen hours of work, the student must complete and submit for approval a Program of Graduate Study based upon the programs described above.

Advisement

Upon admission, and prior to admission to candidacy, each student is advised by the chairman of the department of history and political science. Upon admission to candidacy, the student is assigned by the Director of Graduate Studies in consultation with the chairman of the department to a Supervisory Committee composed of three or more members of the Graduate Faculty of the college, one from a discipline other than history. The designated chairman, a member of the department of history and political science, will serve as the student's adviser and thesis director (if applicable), and as chairman of his examining committee.

Language Requirements

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated prior to admission to candidacy for the degree. With consent of the chairman of the department another language may be substituted. A reading knowledge may be demonstrated in either of two ways:

1. By having completed, not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least "B."
2. By an examination, either standardized or local at the option of the student, administered by the department of modern foreign languages of the college. The local examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English, with the aid of a dictionary, of a longer passage from a previously unseen work in the field of history, and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairman of the department of modern foreign languages.

Admission to Candidacy

Application for admission to candidacy for the degree of Master of Arts in History should be made after successful completion of fifteen hours of graduate

work at Georgia College (at least ten hours in history), and must be made prior to completion of thirty hours. Exception to the thirty-hour maximum may be made for a student transferring the maximum amount of work from another institution. Candidacy will be granted to applicants who have:

1. Fully met all admission requirements.
2. Made an average grade of at least "B", with no grades below "C", on a minimum of fifteen hours of work.
3. Secured approval of the Plan of Graduate Study, including thesis topic if applicable.
4. Satisfied the language requirement.

Thesis

Students following Plan A will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's advisor and be approved by the Supervisory Committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Phoenix Books, University of Chicago Press, \$1.25). Four copies of the completed thesis in unbound form must be submitted to the Supervisory Committee for critical reading not later than four weeks prior to the date of proposed graduation. After the student has passed the Master's Comprehensive Examination on thesis and course work, one copy will be returned to him and three will be deposited with the Director of Graduate Studies for binding and preservation in the college library and the department of history and political science. The student must be registered for History 654 (Thesis Research) in the quarter in which he expects to complete and be examined on his thesis.

Final Examination

The candidate must pass an oral and/or written Master's Comprehensive Examination covering his course work, and thesis if applicable. The examination will be given no later than ten days prior to anticipated graduation, and the candidate must be enrolled in the college at the time. The candidate's Supervisory Committee will serve as his examining committee. If oral defense of the thesis and/or oral examination on course work are to be included, the examination will be given publicly at a time and place announced by the Director of Graduate Studies as far in advance as possible.

A candidate who fails to pass the Master's Comprehensive Examination may, upon recommendation of the examining committee, repeat the examination, but only after a lapse of one quarter. He must be enrolled in the college in the quarter of re-examination; if all other requirements except final examination

History and Political Science

have been satisfied he should re-enroll for History 650 for two hours credit. If the candidate fails a second time, no further opportunity to take the examination is permitted.

Financial Aid

Inquiries concerning general financial assistance, described in detail elsewhere in this catalogue, should be sent to the Director of Financial Aid.

Inquiries concerning graduate fellowships and assistantships in the department which may be available should be sent to the chairman of the department of history and political science.

Further Information

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Arts Degree in History should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the chairman of the department of history and political science.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course descriptions.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

History

500. CLASSICAL CIVILIZATION. (5-0-5)

The history of Greece and Rome, stressing the transmission of classical culture to later periods.

501. THE NEGRO IN AMERICAN HISTORY. (5-0-5)

The role of black Americans in the development of the United States. Some attention is given to the black experience in other areas of the Western Hemisphere.

507. COLONIAL AMERICA. (5-0-5)

The North American colonies from settlement to the American Revolution. The English colonies are emphasized, but French, Dutch, and Spanish colonies are also considered.

509. CONTEMPORARY AMERICA. (5-0-5)

The United States from World War I to the present.

511. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

513. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870. (5-0-5)

Englands's place in the emergence of the modern world economy of interdependence, and the resulting effects on all social classes.

515. RENAISSANCE AND REFORMATION. (5-0-5)

The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.

519. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

520. THE AMERICAN CIVIL WAR. (5-0-5)

The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

522. THE ANTE-BELLIUM SOUTH. (5-0-5)

An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

525. THE TEACHING OF HISTORY AND RELATED STUDIES. (5-0-5)

A course for social studies teachers which deals with techniques and materials on the secondary-school level.

526. CONSTITUTIONAL HISTORY OF ENGLAND. (5-0-5)

A study of English constitutional history emphasizing developments in England and the British Empire after 1776.

527. THE RECONSTRUCTION PERIOD. (5-0-5)

An intensive study of the troubled era following the Civil War.

529. MODERN GERMANY. (5-0-5)

Germany from the formation of the Second Reich to the present.

532. STUDIES IN GEORGIA HISTORY. (5-0-5)

Economic, social, and political developments in Georgia with emphasis on modern trends.

542. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865. (5-0-5)

An examination of the principal ideas and cultural trends which shaped American life in the formative years of the nation.

543. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865.
(5-0-5)

A study of selected concepts and attitudes in their social framework from social Darwinism to student activism.

551. TROPICAL AFRICA TO 1860. (5-0-5)

Tropical Africa to 1860, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.

553. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)

Africa since 1860; considered are European penetration and the partition, colonial rule and the African response, and the independence movement.

555. CONTEMPORARY AMERICAN FOREIGN POLICY.

(See Political Science 555.)

599. INTERNSHIP. (5 to 15 hours)

Prerequisite: selection for participation in Georgia Intern Program or Georgia Legislative Intern Program.

An individually designed course sequence involving off-campus study, research, and work in a government agency or the Georgia legislature.

600. HISTORIOGRAPHY. (5-0-5)

A study of historical interpretations and the art of historical writing.

605,608,611,614,617. GRADUATE SEMINARS.

Areas and topics will vary from year to year, and may be treated as either research seminars or directed readings and discussion.

605. SEMINARS IN AMERICAN HISTORY. (TBA-0-5)

608. SEMINAR IN EUROPEAN HISTORY. (TBA-0-5)

611. SEMINAR IN SOUTHERN HISTORY. (TBA-0-5)

614. SEMINAR IN ENGLISH HISTORY. (TBA-0-5)

617. SEMINAR IN AFRICAN HISTORY. (TBA-0-5)

650. ADVANCED STUDY. (Var. 2-5) Each quarter

Prerequisite: approval of chairman of department.

Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. Open to M.Ed. students and required of all M. A. students.

654. THESIS RESEARCH. (TBA-0-5) Each quarter

Prerequisite: admission to candidacy for the M. A. degree.

Political Science

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

A study of the development and current application of political rights and religious liberties in the American political system. Emphasis is placed upon the role of the Supreme Court and its decisions incorporating the Bill of Rights against the states as well as the collateral policy-making operations of the executive and congressional systems.

520. AMERICAN POLITICAL THEORY. (5-0-5)

A study of American political thinking from the colonial era through the contemporary period.

550. THE INTERNATIONAL LEGAL SYSTEM. (5-0-5)

A study of the theories and institutions which govern the lawful practices and relationships between national states.

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (5-0-5)

A study of the development of American foreign policy during the twentieth century. Emphasis is placed upon America's emergence as a world power and her role of alliance leadership in the nuclear age.

575. CONTEMPORARY INTERNATIONAL PROBLEMS. (5-0-5)

An examination of the most critical problems in world affairs with emphasis on those areas which have the greatest potential for increasing the level of tension between the great powers.

599. INTERNSHIP. (5 to 15 hours)

Prerequisite: selection for participation in Georgia Intern Program or Georgia Legislative Intern Program.

An individually-designed course sequence involving off-campus study, research, and work in a government agency or the Georgia legislature.



HOME ECONOMICS

Dr. Therry N. Deal, Chairman

Professor: Deal

The department of home economics offers courses that satisfy the subject area requirements for the Master of Education degree. Courses for graduate credit should be planned in advance with the chairman of the home economics department.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

***510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS. (5-0-5)**

This course deals with philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation.

515. ADVANCED PROBLEMS IN APPAREL SELECTION.

Prerequisite: Approval of Instructor.

A survey of new developments in the areas of clothing and textiles as relates to selection, care, and buying. The course will include a research problem determined by the individual's interest in clothing selecting.

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (5-0-5)

An examination of clothing in its relationship to economic principles, customs, values, fashion and other social and psychological forces. The course stresses an awareness of these forces in planning and selecting clothing.

523. EXPERIMENTAL FOODS. (3-4-5)

Study of chemical and physical properties affecting food preparation. Controlled experimentation will be used to test principles and techniques. Group and individual projects. Laboratory fee \$5.00.

524. ADVANCED NUTRITION. (5-0-5)

This course delas with current knowledge of the metabolic functions of food in the human organism.

*Cross-listed with Department of Education.

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS. (5-0-5)

A review will be made of the fundamentals of nutrition. A survey will be made of family and community nutrition problems. Plans will be made for alleviating conditions. Special attention will be given to feeding low income families and methods of teaching nutrition.

527. DIET THERAPY. (3-4-5)

A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

531. FAMILY ECONOMICS. (5-0-5)

An analysis is made of the financial problems throughout the family life cycle and some possible ways of handling them. Such topics as human resources, savings, economics protection, credit risks, and the effect of the economy on the individual and family will be considered.

533. MANAGEMENT OF HUMAN RESOURCES. (5-0-5)

Social and technical concepts and principles related to the use of human resources in the management of work in the home are studied.

535. FAMILY HOUSING PROBLEMS. (5-0-5)

The effects of housing on family and community life will be explored. Family structure, technology, social and financial factors will be guides for selecting and planning for housing, and in improving housing conditions.

538. RESOURCES FOR TEACHING HOUSE FURNISHINGS. (5-0-5)

A study will be made of trends and new concepts in furnishing the hours. Aesthetics, functionalism, and consumer buying at different costs levels will be emphasized. Methods and materials for teaching home furnishings for the high school will be included.

***540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (4-2-5)**

A study of administrative procedures for various kinds of programs for young children in regard to such matters as: policies, standards, financing staffing, housing, supervision, and parent involvement. The competencies needed in such programs as Day Care, vocational laboratory schools, private preschools, parent cooperatives, and Head Start will be taken into account.

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT. (5-0-5)

A study of family management in relation to selection, use, arrangement, and care of equipment in home and school situations is made. Consideration is given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment.

*Cross-listed with Department of Education.

552. READINGS IN CHILD DEVELOPMENT. (5-0-5)

Prerequisite: Home Economics 451, 453-553 or equivalent.

The course provides for further study of the developmental needs and expectations of young children based on Home Economics 451 and 453-553. It is concerned with characteristic and deviate behaviors and their interpretation. Special attention is given to reading research. Opportunity is given for students to work with child development situations according to interest.

553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home setting is required.

554. INDEPENDENT STUDY. (1-0-5)

An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, seniors, and graduate students who are approved by the chairman of the department.

555. THE CHILD IN THE FAMILY AND COMMUNITY. (4-2-5)

Family factors affecting the child's development are identified and studied. Community influences, resources and services for children of various socio-economic groups are explored. Direct contacts with community agencies.

***585. TEACHER-EDUCATION: A COOPERATIVE VENTURE (5-0-5)**

Prerequisites: Bachelor's degree, professional certificate, and two years of successful teaching experience.

First of three-course sequence for teachers cooperating in teacher-education efforts. This course provides teachers with information and understandings required for effective guidance of prospective teachers.

590. FAMILY LIFE EDUCATION. (5-0-5)

This course is designed to aid home economics teachers in analyzing possible approaches to studying family life of multi-ethnic, racial, and economic groups. Research findings will be used to locate appropriate experiences for high school pupils. Teaching techniques and the development of teaching materials for the various groups will be included.

***593. EARLY CHILDHOOD EDUCATION. (5-0-5)**

A course for teachers of young children with emphasis on nursery school and kindergarten. It deals with: processes and content of program development on the basis of the nature and needs of children; and of educational objectives; and with methods of providing effective learning situations. Offered Fall Quarter as an integral part of the Nursery School — Kindergarten (Pre-Primary) Term, which also includes Ed. 490 and 494. May be offered as a separate course, as needed, in other quarters, 5 hours.

*Cross-listed with Department of Education.

594. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)

Prerequisite: Permission of instructor.

Theories related to human development in the family context such as interactional, structural, role and developmental.

599. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: 5-15 hours.

*605. THE HOME ECONOMICS CURRICULUM. (5-0-5) (Edu. 605)

The principles of developing and changing the home economics curriculum in relation to recent trends and the work of the total school is the basic structure of the course.

*Cross-listed with Department of Education.

MATHEMATICS

Dr. Dick L. George, Chairman

Professor: George; Associate Professor: H. Gonzalez

The following courses, with the exception of Math 500, 501, and 502 may be used to satisfy the subject area requirements for the secondary level of the Master of Education degree with a concentration in mathematics. Math 500 may be used in a secondary program as an elective with the prior approval of the chairman of the mathematics department. Math 501 and 502 are subject area and methods courses for students seeking the Master of Education degree in elementary education. Prerequisite for each of the following courses is the consent of the math department.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

500. METHODS AND MATERIALS FOR TEACHING SECONDARY SCHOOL MATH. (5-0-5) S

Designed to acquaint in-service secondary mathematics teachers with programs developed in recent years for the improvement of secondary school mathematics and to study the subject matter necessary to the presentation of the newer topics.

501. ELEMENTARY NUMBER CONCEPTS I. (5-0-5) Su.

The development of an understanding and working knowledge of the concepts and language of mathematics as background for the elementary teacher. Among the topics to be studied are set theory, concept of number, systems of numeration, modular systems and the real number system.

502. ELEMENTARY NUMBER CONCEPTS II. (5-0-5) Su.

A continuation of Math 501.

510. NUMBER THEORY I. (5-0-5) F, Su.

Divisibility, congruences, quadratic residues, important functions of number theory, Diophantine equations, simple continued fractions and the sequence of primes.

511. NUMBER THEORY II. (5-0-5) W, Su.

A continuation of Math 510.

520. MATHEMATICAL STATISTICS I. (5-0-5) W, Su.

Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing.

521. MATHEMATICAL STATISTICS II. (5-0-5) S, Su.

A continuation of Math 520.

550. ABSTRACT ALGEBRA. (5-0-5) F, Su.-even years.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.

551. LINEAR ALGEBRA. (5-0-5) W, Su.-odd years.

Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.

560. ANALYSIS I. (5-0-5) W, Su.-on demand.

Set theory, the real number system, topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variables.

561. ANALYSIS II. (5-0-5) S, Su.-on demand.

Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.

MODERN FOREIGN LANGUAGES

Dr. Jean M. Guitton, Chairman

Professor: Guitton; Associate Professor: J. Gonzalez

The department of Modern Foreign Languages offers graduate courses that are applicable to the subject area requirements of the Master's Degree in Education.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

Language 500. INTRODUCTION TO LINGUISTICS. (5-0-5)

A course designed to acquaint the student with the nature of human language and with its systematic study. Application of the major linguistic theories to the study of first language acquisition.

Spanish 502. PHONETICS. (5-0-5)

The phonetics and phonemics of the Spanish language both in Spain and in Spanish America. Emphasis on practical mastery of principles of pronunciation.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE. (5-0-5)

Principles of language teaching. Language testing. The language laboratory. Visual aids. Teaching machines and programmed learning.

Spanish 520. LITERATURE OF THE GOLDEN AGE. (5-0-5)

A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega, Tirso de Molina, Calderon; study of DON QUIXOTE and other works of Cervantes.

Spanish 522. PROSE OF THE GOLDEN AGE. (5-0-5)

The development of the novel and other prose genres during the sixteenth and seventeenth centuries. La novela "picaresca", the bucolic novel, Cervantes, Gracian, etc.

Spanish 523. DRAMA OF THE GOLDEN AGE. (5-0-5)

The development of the Spanish *comedia* during the sixteenth and seventeenth centuries from Juan del Encina to Calderon.

Modern Foreign Languages

Spanish 532. NINETEENTH-CENTURY PROSE. (5-0-5)

The *artículos de costumbres* and the development of the novel, with emphasis on the movements of realism and naturalism.

Spanish 543. TWENTIETH-CENTURY DRAMA. (5-0-5)

The development of the historical and social drama from Benavente to the present. Emphasis on Benavente, Garcia, Lorca, Buero Vallejo, etc.

Spanish 561. MODERN SPANISH AMERICAN POETRY. (5-0-5)

Modernism as exemplified by Ruben Dario and his contemporaries; poetry since World War I; contemporary trends.

PSYCHOLOGY

Dr. William W. Nish, Chairman

Professor: Nish; Associate Professor: Wildman

The psychology department offers the following graduate courses which may be used in any graduate degree program at Georgia College when it is deemed appropriate by the department offering the degree.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

548. ABNORMAL PSYCHOLOGY. (5-0-5)

Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

552. SOCIAL PSYCHOLOGY. (5-0-5)

The origin and development of psychological aspects of social behavior in man.

556. TESTS AND MEASUREMENTS. (5-0-5)

The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

563. THEORIES OF PERSONALITY. (5-0-5)

The historical development of the study of personality, the methods of studying personality, and major theories of personality.

565. INTERNSHIP. (Var.)

Prerequisite: Application for an acceptance into the Georgia Intern Program.

An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

587. PSYCHOLOGY OF LEARNING. (5-0-5)

An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning.

SOCIOLOGY

Dr. Dorothy E. Pitman, Chairman

Professor: Pitman

Courses in the department of sociology are offered for the Master of Education degree with certification in Social Studies. Courses may also be taken as electives in other graduate degree programs with approval of the student's major adviser.

GRADUATE COURSES

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

542. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5)

Processes of research in social relations; emphasis upon applications of the scientific method to social data. Current research studies are examined and analyzed.

544. RACE AND ETHNIC RELATIONS. (5-0-5)

American racial and ethnic groups, including ethnic, cultural and social backgrounds, are studied. Causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society.

552. CULTURAL ANTHROPOLOGY. (5-0-5)

Prerequisite: Permission of the instructor.

Patterns of behavior growing out of group life, stressing backgrounds, diffusion, and interrelations of human cultures. Preliterate as well as national societies.

562. SOCIOLOGY OF THE COMMUNITY. (5-0-5)

Prerequisite: Permission of the instructor.

Nature and organization of the modern community, with particular reference to structure, growth, and types of communities. Changing role of the local community in total society.

572. SOCIAL PROBLEMS. (5-0-5)

Pathological societal conditions and social deviation, with emphasis on causes, consequences, and corrective social action.

590. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. Individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

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Student employment	<i>Director of Financial Aid</i>
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B.S., M.A. (University of Alabama), Ph.D. (University of Kentucky)

At G.C. since 1968.

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A.B. (University of Alabama), M.S.L.S. (Florida State University)

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B.S. (Troy State College), M.S. (Florida State University), Ed.D. (Auburn University)

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B.S., M.S., Ph.D. (Mississippi State University)

At G.C. since 1972.

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B.S., A.B., M.S. (University of Alabama), Ph.D. (Emory University)

At G.C. since 1966.

ED DAWSON, *Professor of English*

A.B., M.A., Ph.D. (Vanderbilt University)

At G.C. since 1937.

*Other regular faculty members may teach graduate courses upon recommendation of the Department Chairman and with approval of the Graduate Council and the Dean of the College.

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B.S.H.E. (Woman's College, University of North Carolina), M.S., Ph.D.
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At G.C. since 1972.

THOMAS MASHBURN DEATON, *Associate Professor of History and Political Science*

A.B. (Mississippi College), B.D. (Southern Baptist Seminary), M.A., Ph.D.
(University of Georgia)

At G.C. since 1967.

BOBBY JOE DOOLEY, *Associate Professor of Business Administration and Economics*

B.S.A. (Auburn University), M.B.A., Ed.D. (University of Georgia)

At G.C. since 1968.

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At G.C. since 1964.

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B.S. (Oklahoma State University), Ph.D. (Duke University)

At G.C. since 1968.

HILDA S. GONZALEZ, *Associate Professor of Mathematics*

B.S., B.A. (Matanzas P. Institute), Ph.D. (University of Havana)

At G.C. since 1969.

JAIME J. GONZALEZ, *Associate Professor of Modern Foreign Languages*

B.A. (Matanzas P. Institute), E.D. (University of Havana), M.A. (University of Tennessee), Ph.D. (Vanderbilt University)

At G.C. since 1969.

HELEN IONE GREENE, *Professor of History and Political Science*

A.B. (Georgia College), M.A. (Emory University), Ph.D. (University of Chicago)

At G.C. since 1929.

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A.B., M.A., Ph.D. (University of Mississippi)

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RALPH E. KICKLITER, *Professor of English*

B.F.A., M.Ed. (University of Georgia), Ph.D. (Florida State University)
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A.B. (Maryville College), M.A. (University of California, Los Angeles), Ph.D. (Washington State University)
At G.C. since 1970.

DOROTHY E. PITMAN, *Professor of Sociology*

A.B. (Mary Hardin-Baylor College), M.A., Ph.D. (University of North Carolina)
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BETTY L. POINDEXTER, *Professor of Health, Physical Education, and Recreation*

B.S., M.A., Ph.D. (Texas Woman's University)
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MARLIN C. SANDERS, *Professor of Education*

A.B. (University of Georgia), M.S. (University of Tennessee), Ed.D. (Florida State University)
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B.S., M.S. (North Texas State University), Ed.D. (New York University)
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B.S. (Auburn University), M.A. (Colorado State College), Ph.D. (University of Southern California)

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ROBERT W. WILDMAN, *Associate Professor of Psychology*

B.S., Ph.D. (Western Reserve University)

At G.C. since 1961.

ROBERT FREDERICK WOLFERSTEIG, *Professor of Music*

B.M. (Cincinnati Conservatory of Music), M.M. (Westminster Choir College),

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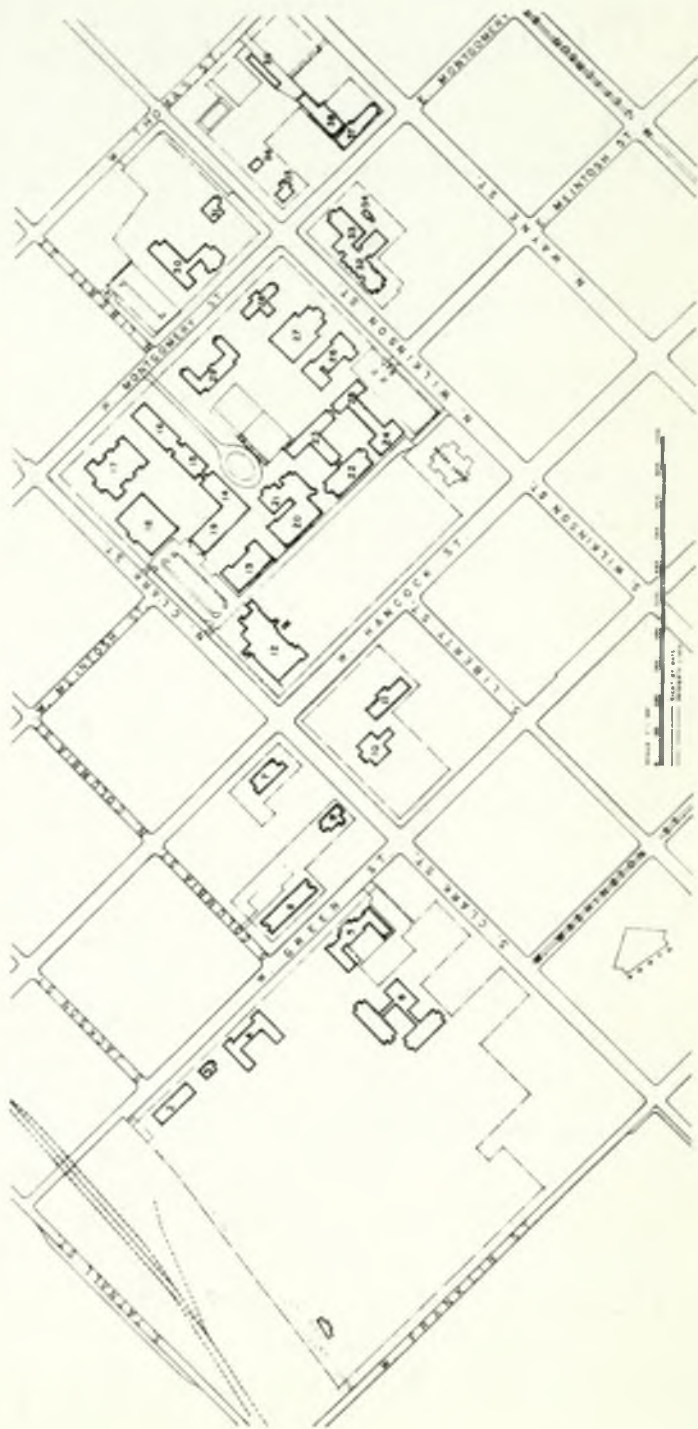
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2. Parkhurst Staff Apts.
3. Home Management House
4. Wells Hall — Women
5. Stanford Hall — Men's Wing
6. Napier Hall — Men's Wing & Women's Wing
7. Mayfair Hall
8. New Dorm — Women
9. Honors Dorm — Women
10. The Mansion — President's Home
11. Ennis Hall — Academic
12. Maxwell Hall — College Center
13. Parks Hall — Administration and Academic

14. Lanier Hall — Academic
15. Language Hall — Academic
16. Education Bldg. — Academic
17. Ina Dillard Russell Library
18. Chappell Hall — Academic
19. Russell Auditorium
20. Atkinson Hall — College Services
21. Atkinson Annex — College Services
22. Terrell Hall — College Services
23. Terrell Annex — College Services
24. Bell Dorm — Women
25. Bell Annex — Women
26. Porter Fine Arts — Academic
27. Health, P.E. — Academic

28. Parks Infirmary
29. Beeson Hall — Men
30. Peabody Lab School
31. Nursery School
32. Herty Annex — Academic
33. Herty Hall — Academic
34. Animal House — Green House
35. Staff Dwelling
36. Staff Dwelling
37. Miller Hall — Academic
38. Miller Court — Physical Plant and Staff Apts.
39. Vehicle Maintenance Shed and Yard





The academic and administrative policy of the College subscribes to the non-discrimination provisions of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College.

The academic and administrative policy of the College also subscribes to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity" of Georgia College.

Georgia College is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of State Colleges and Universities, the American Council on Education, the National Association of Schools of Music, and the Georgia Association of Colleges. Women graduates of the College are eligible for membership in the American Association of University Women.

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